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Official Magazine of the National Congress of Parents and Teachers

Objects OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

- ★ To promote the welfare of children and youth in home, school, church, and community.
- ★ To raise the standards of home life.
- ★ To secure adequate laws for the care and protection of children and youth.
- ★ To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.
- ★ To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.



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Grand Lake, Colorado

Members of the National Congress of Parents and Teachers will hold their forty-ninth annual convention—the first National meeting since 1944—in Denver, May 20–22. A stimulating and significant program has been planned to give delegates the faith, the will, and the knowledge to carry out the theme “Laying Firm Foundations” both now and in the years to come.

The President's Message

The World Needs Women

ON every hand these days we hear people discussing woman's place in the postwar world. We hear that women are moving forward; that they are being forced back into conditions from which they thought they had emerged; that all women should have both a career and home duties; that they should not; that they have lost much of their traditional charm and laid aside their distinctive contributions to life in order to compete with men. These arguments can go on and on. There is no final answer to any of them, of course, because in this postwar world there are all sorts of women doing all sorts of things. We do all agree, however, that the life of women has changed. More is demanded of them today than a generation or two ago, and by this same token we are today more critical than we used to be of women who are grasping, selfish, and possessive.

Underlying all this talk is a serious effort to determine what woman's place is or should be in this new world. She has been forced by circumstances to change her ways of life, yet the qualities that have been thought of as womanly all through the ages are needed now more than ever. They are life-giving, life-preserving qualities. They are the reason why all ancient religions had a great mother goddess as one of their chief deities—and also the reason why we love the story of Mary, mother of Jesus, and love the paintings of her, the Madonnas.

Sometimes it helps to clear our thinking if we go back to the books of ancient wisdom. Let us turn, therefore, to the most famous description of a virtuous woman in all literature—that in the Book of Proverbs. We find there that she was dependable, loyal, devoted to her family, wise, kindly, a good and efficient homemaker. She was understanding of what we call family relationships, for “her children arise up, and call her blessed; her husband also, and he praiseth her.” But she did not stop there. She “stretcheth out her hand to the poor; yea, she reacheth forth her hands to the needy.” She engaged in business; she took part in the affairs of her community.

CAN we not find a modern answer in this old description? Does it not remind us that women have a unique function and should glory in it and teach their daughters to do likewise? The world needs the selfless service, compassion, understanding, wisdom, and work of women—in their homes, of course, but also in their communities, in the nation, and in international affairs.

Woman's place is still in the home, but let us give a broad definition to that word *home*. Doesn't it mean a secure and satisfying living place for all men, women, and children? And who is better fitted to work toward this ideal than woman, the homemaker of the ages? Education and opportunity are ours today. Let us use them to preserve the life we bring into the world, to further those humanitarian interests that are our heritage. Community problems, such as the need for decent housing for all, health services for all, proper remedial care for youth who go astray, constructive recreation—all these should be our business. They are part of good community homemaking.

Now a plea has come forth from the women delegates and advisers at the meeting of the United Nations General Assembly, held recently in London, to all the women of the world. They ask us:

To recognize the progress women have made during the war and participate actively in the efforts to improve the standards of life in their own countries and in the pressing work of reconstruction, so that there will be qualified women ready to accept responsibility when new opportunities arise.

To train children, boys and girls alike, to understand international cooperation as well as the problems of their own communities and of the world community is a common objective toward which the women of the world should assist one another.

WE WOMEN have biblical sanction for a wide range of interests and activities. The world needs what we have to give as never before. So, in this month, when we remember our own mothers and what they have meant in our lives, may we, the women members of the thousands of parent-teacher associations all across this broad land, dedicate ourselves to the true creative work that is ours by right and by inheritance. May we glory in our role as women. May we assume responsibility for community, national, and international homemaking—for the larger home of which our individual homes are a small but essential part.



Marionette A. Hastings

President, National Congress of Parents and Teachers



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BETTER

FRANK W.

HUBBARD

We must become more interested in the people who teach our children. They are, in a sense, the most important single factor in the educational investment. We must face the fact that education is only as good as the individual teacher. Mark Hopkins on one end of a log and a student on the other end made a university because of Mark Hopkins. The log was relatively unimportant.

Today we are confronting one of the great crises in American education. Between eighty thousand and a hundred thousand teachers hold emergency and substandard certificates. More than fifty thousand positions were dropped during the war period. Thousands of our highly qualified teachers left the profession, many of them never to return. The enrollments in our teachers' colleges dropped 50 per cent, and today they are still at least 30 per cent below prewar enrollments.

The result, as one superintendent described it, is that "education is withering on the vine." The quality of the available supply of teachers has not been lower for several decades. Yet at the same time we keep saying that our best hope for the future is the strong and steady influence of a good education upon the maturing lives of our youth.

It's Not So Simple

HOW about reenforcements? Can't we get all the qualified teachers we need from among the war veterans? No, because the number of trained

MOST of us cannot leave our children a heritage of wealth. We do not earn enough to set aside either large amounts of money or stocks and bonds. Even if we could, however, it would be almost impossible for us to anticipate the total wealth needed by our children to meet their future needs.

Yet we do make an investment for our children by what we pay for their education. Skill and training are potential wealth; so is a solid background of knowledge. All education, in fact, is a bulwark against future problems. It cannot be stolen from our children; it will neither fluctuate nor depreciate. It is beyond all question a safe investment.

These ideas are not new to the American people. They partly explain the faith that we as a nation have in our educational program. We believe in education; we believe in our schools—to the extent of two and a half billion dollars spent annually for elementary and secondary education.

But on one point we have not been as deeply concerned as we must be today and in the future.

Teachers FOR A BETTER World

teachers in the armed forces is not large enough to replace the present number of substitutes, much less to expand present staffs. No again, because hundreds of veterans will not care to return to employment conditions like those of the teaching profession.

Can't we get a large number of qualified teachers from our teacher education institutions? Eventually, yes, but certainly not in the next two years. Before the war our schools annually employed fifty thousand newly trained teachers. During the war period the number of graduates dropped to a mere handful. Teacher education institutions do not produce juniors and seniors overnight.

Even if next year's enrollments in teachers' colleges were, by some miracle, to exceed prewar enrollments we should still not be assured an adequate supply. Teachers' colleges have always enrolled many students who have no intention of teaching. Many of them simply take the opportunity of getting a liberal arts course close to home. We can expect this condition to be widespread in the next two or three years. Many veterans go back to school because they want to spend a few

years just looking around and getting their feet on the ground again. I have talked to some of them. None were fiercely burning to become teachers although some might if employment opportunities in the teaching profession could be improved.

We must recognize also that not all the students enrolled in teachers' colleges are suited for teaching. This was true before the war; it will be true again. The misfits who are not weeded out during the training period will not survive many years of service. If our teacher education becomes more selective, as it should, a certain proportion of

WE talk hopefully of educating the younger generation for an altered world, a world in which democracy and human freedom shall have won their perpetual charter. And this talk is good, sound, and reasonable—as far as it goes. Unfortunately it overlooks one problem so crucial and so immediate that its solution must take priority in the educational planning of every community in America: the teacher shortage. In this article a noted educator lists the grim facts in the case—and adds some mighty constructive suggestions.



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our teacher training students will never be available for employment.

The tragedy is that nothing we can do now will remedy the situation *immediately*. We shall have to wobble along somehow for the next few years. Whether or not this low period will last three or five or ten years will depend on what we do to remove the underlying causes of the teacher shortage.

What Caused the Crisis?

FIRST and foremost of these underlying causes are the salaries offered to beginners. We cannot expect young people to attend college for four years and then accept positions at \$1,000 or \$1,200 or even \$1,500. None of these amounts will buy enough of the world's goods, if present prices continue, to allow the young teacher to maintain an adequate standard of living. None of these compares favorably with the initial salaries offered in any other field of employment where college training is a necessity.

The second cause is the salary a teacher may expect to get after years of service. It isn't enough to look forward to \$2,400, \$2,800, or even \$3,000 after fifteen to twenty years of service. And raises of \$50, \$75, and \$100 a year certainly do not constitute rapid advancement.

Third, there is still too much insecurity of position in the teaching profession. One teacher in three still has little or no tenure protection. Some of the existing tenure laws offer inadequate safeguards. A number of them can be easily evaded, especially in the first three years of employment.

Fourth, although every state but one (Idaho) has a retirement law, not more than six states provide really satisfactory retirement plans. Many teachers are retiring on annuities of \$400, \$600, or \$800. These amounts are too small in normal times; they are grossly inadequate in times when living costs are high and continuously rising.

Fifth is the matter of teaching standards. We still fail to acknowledge that teachers are, or should be, members of a highly skilled profession, bringing to their jobs genuine scholarship and technical preparation. Still too widespread is the notion that anyone can teach school. We want our superintendents to be good fellows first of all, and we fall readily into the popular fallacy that the holder of a Ph.D. degree is necessarily impractical and naïve. We view with skepticism a well-trained teacher who does not "mother" her pupils.

Sixth, it is still commonplace to consider teachers as public servants. In small towns especially we hedge them about with restrictions on their personal lives. Marriage, for instance, is still some kind of crime forbidden to women teachers. Many communities still do not welcome teachers into social affairs and group activities.

It is useless to deplore the present state of the schools and at the same time to do nothing about these underlying causes. We could, of course, put on an intensive campaign to enroll young people in teacher training institutions, but only to condemn many of them to disappointment. Some would find themselves unsuited for teaching,

whereas others would be unable to endure the unsatisfactory employment conditions. We might even whip up public enthusiasm to get veterans and other experienced teachers to return to the schools, but we would not meet with a hearty response. Many teachers simply do not care to return to teaching.

Take Stock Where You Are

OF COURSE, all campaigns to build up the supply have a place. Parents can interest their own children in teaching. Veterans and others can be persuaded to reconsider. But we shall make no real progress without definite steps to improve salaries, working conditions, and the prestige of teachers.

On these points we can begin right in our own communities. Does our town have a salary schedule for its teachers? If so, how does that schedule compare with that in similar communities? How does it compare with income offered by other types of employment? What recognition does the salary schedule give to professional preparation? How much do our experienced teachers receive after ten years of employment?

Where does our community get its new teachers? How many do we employ each year? Do they remain in the community? Where do they live and under what conditions? What opportunities are open to them to participate in community life?

What conditions of employment are offered by our local school system? Are teachers elected annually? How many are released each year and for what reasons? Do we provide for sick leave? Do we encourage teachers to seek additional professional training? How heavy are their duties?

What becomes of our teachers when they grow old in service? How much retirement pay do they receive? What do they do?

After World War I our schools slipped back. There were too few qualified teachers, salaries were low, and the quality of education declined. We are experiencing now a similar but probably even more serious depression in morale and quality of available supply. Each of these periods leaves scars that take decades to eradicate. Meanwhile our children are deprived of their rightful educational opportunities.

If we really mean what we say about the importance of education in this atomic age, why do we fail to get at the roots of the problem of *quality* in teaching? To do so will cost money—probably twice as much as we are now spending. But surely a nation that spent five billion dollars for alcoholic beverages in 1943 can spend an equal amount without hardship upon the teachers in its elementary and secondary schools.

Homes for *the Brave*

THE American way of living is based upon the ideal of life, liberty, and the pursuit of happiness. What, then, if millions of Americans, including our heroic veterans, fail even to find a decent home to live in? This is a sore spot, a truly tragic situation that demands immediate attention. Here is a straightforward account of the housing shortage and what you and every one of us can do about it.

FLORENCE D. STEWART

AND

HARRIET K. GODING



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THE nation's housing is bulging at the seams. And it's a bulge we cannot hide, for the shortage is by now an old story. Nearly every community, large and small, has felt the terrific strain. For months newspapers have been filled with reports of war-weary veterans and their disillusioning search for homes. Families continue to double up with relatives or friends in houses that often are already overcrowded. Cities and towns all over the country report "no vacancies."

Moreover, the full impact of the shortage is being felt at a time when the houses we do have are deplorably deficient. Even in 1940 more than ten and a half million city homes were substandard. In the country the picture was worse; only one in every three farmhouses was considered adequate. Then came the war, and we had to put all our energies and materials into military supplies. Plans for slum clearance had to be postponed, and residential construction was restricted to dwelling units for war workers.

So now, six years later, we still have the slums and bad housing we had in 1940. We have 1,200,000 families who have moved in with 1,200,000 other families since last October. And, in addition, we have a housing shortage that, unless new homes are built promptly, will reach the alarming proportions of more than 3,000,000 by the end of 1947.

Parents and teachers need not be reminded of the dangers inherent in such a situation. For years they have provided fearless leadership in furthering the cause of better homes for children and their families. Parent-teacher members, too, have firsthand knowledge of the relation of poor housing and slum conditions to the health and welfare of their communities. They know of the many studies revealing that disease, delinquency, and crime thrive in areas of bad housing.

Finally, they know that the present shortage serves to accentuate these problems. On the one hand it forces even families who can afford better quarters to go on living in substandard homes.

On the other hand it produces overcrowding, a condition that in itself contributes not only to discomfort and unwholesome mental attitudes but to high rates of disease, especially tuberculosis, pneumonia, and the communicable diseases of childhood.

These same conditions also affect the mental health and contribute to the maladjustment of adults, particularly our disappointed veterans. After living in barracks and foxholes all over the world, they are returning to find that their dreams of a home were no more than dreams. Even when they do find a place to live, the price is often beyond their means. Living with relatives or crowding their families into shabby rented rooms can only add to the difficulties they already are facing in their readjustment to civilian life.

A Two-Way Attack

THE housing shortage cannot be blamed entirely on the war, not when we realize that it has been accumulating for more than fifteen years. During all this time the construction of new homes has lagged behind the normal needs of our increasing population. Then add to this prewar shortage the huge population shifts, the sharp curtailment of home building, and the serious material shortages brought on by the war. At the same time the war lifted more than twelve million men out of our housing market. Many of them postponed their marriages and the establishment of their homes, and this backlog must be absorbed in a very short time.

Our housing problem, then, is twofold. We must provide more housing for our veterans as quickly as possible, and we must ultimately provide a good home in a good neighborhood for every American family. These are not two different aims. One road leads to the realization of both; the emergency merely means that we must travel faster, much faster, in the next two years than we ever have before.

The Veterans Emergency Housing Program calls for 2,700,000 homes to be started by the end of 1947. This number still falls short of the 3,000,000 that will be needed by then just to keep the present shortage from growing worse. Yet it represents nearly three times the number started in 1925, the biggest home-building year in our history. It means starting four times as many houses in 1946 as in 1945, and more than six and a half times as many in 1947 as in 1945.

It is obvious that business-as-usual, labor-as-usual, government-as-usual will not suffice to do the job. It is a job that will require the same bold approach and driving teamwork that enabled this country to turn out 100,000 airplanes a year dur-

ing the war. It demands first of all the wholehearted support, cooperation, and active participation of all citizens and all groups—industry, labor, Federal and local governments, and the people in our local communities, working both as individuals and through their organizations.

Fixing Our Sights on the Goal

VETERANS are to be given preference for homes made available through the Veterans Emergency Housing Program, although provisions will be made for other hardship cases. More than 85 per cent of our veterans feel that they can pay no



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more than fifty dollars a month either to buy or to rent a home, according to a War Department survey, and about one third of them feel they can pay no more than thirty dollars. If they are to have homes at these prices and at the same time get their money's worth, every effort must be made to safeguard quality and ward off further inflation. Ceiling prices on existing homes, ceiling prices on new homes and on building lots, continued rent controls, and effective price controls on building materials—these are essential measures if we are to meet the veteran's needs.

Inflation has already gained too much ground. The best cure for it, of course, is a sufficient number of homes, and the production of 2,700,000 will give us a good start. Moreover, the successful development of the veterans' housing program will increase our national home-building capacity and bring us a little nearer our goal of a good home for every American family.

The general housing bill (S.1592) now before Congress contains long-range provisions leading straight to the attainment of that goal. Since this

bill also provides for the financing of emergency housing, its early enactment is called for as an integral part of the veterans' housing program.

The general housing bill will carry us along the road to good homes and well-planned cities long after the emergency has ended. But immediately it will help us to build low-rent houses for veterans and their families. It will increase the supply of good quality, medium, and low-cost homes that the majority of veterans must have, and it will encourage and aid the development of home sites, in proper locations and at reasonable cost, consistent with sound, long-term local planning.

Homeward Bound

THE urgency of the task ahead cannot be over-emphasized. And that task means hard work for people in local communities. Parents and teachers can and must take a leading part in the program, both individually and as an organization. Each parent-teacher association will find many problems it can help solve and many efforts it will want to support.

In many communities there will be housing committees made up of citizen groups. Some P.T.A.'s already have such committees of their own. The mayors' emergency housing committees, which will be formed in most cities and towns throughout the country, will be concerned with all phases of the local housing programs. They will conduct campaigns to modernize and streamline building codes, speed up local building-permit and inspection machinery, and open new areas for moderate and low-cost home construction. They will maintain housing information centers to uncover available vacancies and refer them to veterans and their families; they will encourage home-sharing programs; and they will carry on a multitude of other activities.

With such a broad scope of operations, each mayor's committee will need the support and active assistance of the entire community. To do the most effective job, the committee must represent all community interests—the local government, including the local housing authority; veterans; labor; producers of building materials; real estate operators; financing institutions; minority groups; and commercial, religious, educational, civic, welfare, and women's organizations.

This representation of course includes the P.T.A., but the association should also back up and supplement the committee's program with one of its own. Especially important will be the need for guarding basic community values. We must be careful, as we move ahead fast, not to build the slums of tomorrow. The P.T.A. must make sure that good quality homes and adequate

living space are provided for veterans of all racial and income groups. And in the necessary work of modernizing building codes to remove nonessential restrictions, consumer protections, built up through the years, must be preserved.

Parents and teachers have many channels through which to make their influence felt. They have the advantage, for example, of regular P.T.A. meetings. A series of meetings devoted to study and discussion of the local housing program would not only serve to sustain the interest and effort of members but would provide opportunities to plan active group campaigns.



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A Case in Point

THE enthusiasm and far-reaching results that can come from inspired leadership have already been demonstrated by the P.T.A. of Canisteo, New York. The group opened its March meeting to the public and invited representative citizens to sit on a panel, make reports on various aspects of the city's housing problems, and take part in the discussion that followed. Speakers included the program chairman, a doctor, a member of a local church, a real estate broker, and a banker.

After the program, a committee was appointed to find out what could be done to relieve the housing situation. Among other activities the committee has undertaken to write letters to village and town boards requesting them to consider a long-range program for the general improvement of living conditions; and also to list all substandard dwellings and request their owners' cooperation in improving them.

This is only the seed, but it has been firmly planted and holds promise of good growth. From just such beginnings many citizen committees have become a forceful influence in their communities.

Life Is Your Working Material

THE nineteenth century produced, in dangerous number, men who exaggerated their independence of the rest of the human race. Rugged individualists, self-made men, captains of industry, Napoleons of finance—these terms moved into our language to describe a peculiar breed of individual who claimed full credit for his own success; who acknowledged no debt to all the searchers and researchers whose hard-won knowledge had made possible the Industrial Revolution. The earth has probably never witnessed a stranger combination of irresponsible power and spiritual immaturity.

Contemporary with them although far less prominent in the public eye was a man who must be counted an even stranger phenomenon. He was Herbert Spencer, the English philosopher, who set out to be a rugged individualist of the mind. Odd enough was the self-made railroad builder who remained naively unaware of any past to which he owed gratitude. But even more astonishing was the similar naïveté of this man who manipulated ideas, who grappled with philosophic problems as old as mankind. Here was an individual who wanted to make a place for himself in a

WE have known them if we are fortunate—men and women who have calmed and refreshed us, seeming to draw from some inexhaustible source the power to be superbly themselves. Through Mrs. Overstreet their secret becomes ours.

WHERE THERE

great tradition. Yet he was so anxious not to be influenced by any other thinker, or indebted to any, that he refused to read the literature of the field in which he sought distinction. The result was melancholy but fairly predictable. Although he has been dead less than fifty years, his work is read now only by patient and erudite specialists.

If we want to round off the Spencerian predicament after the fashion of the Duchess in *Alice in Wonderland*, we might say, "And the moral of that is . . ." Perhaps the moral is that the human being who hungers for no communion with the great must remain trapped within his own smallness.

He cannot even be fully himself. For those parts of himself that might have been stirred into consciousness by great stimuli are left untouched, inert. Each ordinary one of us knows how many times our own best words have been spoken in quick response to the wit and wisdom of a beloved companion.

The Mark of Spiritual Distinction

BIOLOGISTS who are trying to define the uniqueness of man among all other living species never tire of stressing the fact that man, and only man, is a tradition builder. Birds and beavers can repeat what birds and beavers have done before them. But the human being—because mankind has learned to build a cumulative store of knowledge—can begin where others before him have left off. He can do what they *have not done* because he can avail himself of what they *have done*.

No person, not even Spencer, ever really starts from scratch. Every word we use, every object of convenience and beauty, every institution—every thought, even—links us with a long, hard-won, richly complex heritage. To pretend, then, to start from scratch—to claim full credit for one's own making—is always somehow a mark of vulgarity, of conceit, of boorishness, of spiritual immaturity.

The distinguished human being always exhibits a capacity for gratitude—a sensitive awareness of how great a debt he owes to millions of other human beings, living and dead. He is not too proud to acknowledge himself dependent: dependent upon the obscure primitive whose discovery of fire is honored in every snug, well-heated home, and

HAVE BEEN OTHERS BEFORE YOU

BONARO W. OVERSTREET

dishonored wherever human beings still shiver in the ancient cold; dependent upon all prophets and seers who have been architects of moral law; dependent upon all the saints of the ages for the image of goodness they have left stamped upon the human mind; dependent upon workers in iron and wood and stone; dependent upon poets, musicians, and painters for their sensitizing touch; dependent upon the scientists for their way of paying respect to objective reality; and dependent upon all the living people who make it possible for him to ride downtown on a bus instead of walking and to read on the way about a new and practical step toward peace and brotherhood.

Three types of people miss pretty completely the meaning of the human tradition—and themselves fall short, therefore, of genuine distinction. We have spoken of one type—the upstart, the person who does not intend to share with anyone, living or dead, the credit for his own brash success.

The second type is the submissive person—one who knows that great things have been done and is willing to honor them but who does not find in them any stimulus to action; who does not learn from them how he himself might take issue with the inadequacies of life.

The third type is the snob. This peculiar individual may have all sorts of "background." But he still does not know what the great tradition of

our culture is all about. He treats the past as a museum piece, as a sort of treasure house of epigrams and brocades. He likes the past, not because it gives him a handle by which to take vigorous hold of the present but because it is neat.

And because he finds the problem-crowded, humanity-crowded present always a little crude, the snob manages to seem more like a well-tailored ghost than a human being. For him the great tradition stops just short of the present. Out of this attitude the snob manages to make a way of life in which background, bad manners, and futility are oddly blended. He is the sort of individual who moved the English poet Humbert Wolfe to write, in a poem called "Over the Fire,"

*Up and down Pall Mall, and then
back to Piccadilly,
educated gentlemen,
exquisitely silly,
sit about, and lounge about,
talking, eating, drinking,
and the only thing they do without
(I understand) is thinking.*

It will not be the upstart, the submissive, or the snob who carries forward into the future what has been great in the human past. It will be the person, however ordinary his life may seem, who is capable of what we may call *creative gratitude*.



1



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2



3

Who are these great men whose works live through the ages to enrich our lives and advance our civilization? Check your answers with those on page 39.



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We recognize without much difficulty that each generation of scientists and technicians builds firmly on the past. Each new discovery and invention is a direct stimulus to further discovery and invention. Each piece of research tends to open up problems that invite further research.

This is clear. But it is not quite so easy to see that a brand-new institution is derived from the insight of some ancient seer or saint; or that a new friendship has its antecedents back through the centuries; or that the little four-line poem we work out to express some brief experience of beauty is the lineal descendant of the plays of Shakespeare or the lyrics of William Blake.

Science and technology, in brief, seem to us to move forward in a more or less straight historical line, whereas human institutions and relationships and individual works of art seem to crop up all over the landscape in whimsical individuality or with cross-linkages too complicated to trace.

What peculiar imperative, then, requires us to discipline our minds and hearts by contact with the great tradition? Can philosopher and poet, martyr and sage give us any clue about how to handle more expertly the plain working materials of our ordinary days? Can Milton or Dryden or Coleridge lend interest to the words we say to a neighbor? Can Erasmus help us to speak wisely where race relations are being talked about? Can Euripides suggest the right stand on international relations in the twentieth century?

The Sense of Style

SINCE the creative lineage is less clear in the tradition of art and philosophy than in the tradition of science, and since the uniqueness of individual expression is so marked, it is easy for us to believe that in these areas we can rely only upon ourselves. Will not our own common sense and experience tell us what to do? If we have creative ability, will it not be cramped and enslaved by our keeping an eye on the creative works of the past? Should we not aim at spontaneity and avoid any discipline that would tame our uniqueness, turn us into imitators?

It is hard to guess how much potential creativeness has been wasted by the fact that we simply miss the point about our relationship to what has been great and beautiful in the past. Certainly a slavish imitation is bad. But an untrained, undiscriminating whimsicalness is equally bad. The past does not play the role of tyrant but that of teacher and great companion. From contact with the best that mankind has thought and wrought, we develop a sense of style—not a literary style or a style of painting but a style of living that expresses itself through every medium we employ.

Three Enduring Elements

THERE are, it seems to me, three aspects of this sense of style, this feeling for quality, this habit of discrimination in the handling of life materials.

First of all, there is a feeling for values: a recognition that there is a difference between good and evil, between right and wrong, between the significant and the trivial, between the permanent and the incidental. A person who has lived intimately with the great moral and spiritual teachers of the race does not mistake a shallow cynicism for realism. He knows that the struggle of man to become civilized is a real struggle—and he knows that he is in on it, for better or worse.

Once he has caught the outline of the great drama in which cruelty and mercy oppose each other, and justice and injustice, and generosity and selfishness, this person no longer thinks that the proof of his own smartness and sophistication is to be found in his ability to argue that one thing is as good as another. A feeling for moral and spiritual excellence, as against moral and spiritual shoddiness, is one glorious product of intimacy with the great tradition. And where the feeling for excellence has become habitual it will show itself in the way a person talks to a waitress as surely as it does in the causes he supports.

The second element in the sense of style is a feeling for genuine individuality. Contact with the great tradition does not make us blind imitators. Rather it makes us vividly aware that in man's house there are many mansions. In the tradition of philosophy there is room for both Aristotle and William James. In the tradition of painting there is room for Rembrandt and Leonardo, Cézanne and Daumier. In the tradition of poetry there is room for *Beowulf* as well as for the work of Robert Frost. A sense of style, whether expressed in marble or in friendship, is a product of individual insights happily married to material.

And that brings us to the third element in the sense of style, a feeling for expert workmanship. Such a feeling does not come just as a gift of the gods. It comes as a result of habitual contact with the products of expertness and habitual effort to achieve expertness, to handle the materials of one's own experience with an intimate, delicate awareness of their nature and their powers.

In short, if we intend to make some mark upon the situations in which we live, to express our own values through the medium of color or fabric or community enterprise, we do well to remember that there have been others before us. They have grappled with the same problems. They have wooed the same materials into truth and beauty. And although they may be long dead, they can yet become the most living of companions.



Notes from the

NEWSFRONT

Plastic Paradise.—Every day brings news of more uses for plastic materials—as, for example: artificial eyes for blind servicemen, plastic “bandages” far superior to plaster casts, and slip-on covers to keep milady’s bonnet dry in sudden showers. One new product, “foamed” plastic, is versatile enough to be used in lightweight luggage, airplane assemblies, refrigerators, and the walls of prefabricated houses!

Universal Language.—Even though the world has never adopted a global tongue like Esperanto, it has one language understood from Topeka to Timbuctoo—the language of music. Consequently, says the committee for National and Inter-American Music Week, music should be employed as a unifying force in efforts to build world understanding. The twenty-third observance of Music Week will take place May 5–12 with the theme “Emphasize the Need for Music in the Postwar World.”

Accordion House.—Need a house? How would you like a prefabricated, folded-up dwelling equipped with essential built-in furniture and a sink, stove, and refrigerator all ready to be connected? Or a “solar house” with heavy glass panels designed to catch enough sunshine to reduce fuel bills by 30 per cent? These are among numerous prefabricated types soon to be on the market.

May Days.—From Child Health Day on May 1 until Memorial Day on May 30, this month brings a long procession of special days and weeks. Among the others are: May 5–12, National Family Week and National Religious Book Week as well as Music Week; May 6–11, National Posture Week; May 12, Mother’s Day and National Hospital Day; May 17–25, National First Aid Week; May 18, Good Will Day; May 19, I Am an American Day.

Yankee Doodle Fabric.—Yankee Doodle stuck a feather in his cap, but the well-dressed woman of tomorrow will wear feathers in many other garments as well, thanks to a new process developed by the U.S. Department of Agriculture. Chicken feathers—when properly preserved, made into thread, and combined with wool—are said to produce a fabric that is warmer and more durable than wool alone.

The “O” Is Dropped.—The infant United Nations organization has been known as UNO for so long that almost everyone thought that was its name. But recently the United Nations press section decided that because it was never really christened *Organization*, the last name should be dropped. From now on, its initials are U.N.

Triumph over Terror.—Remember the smallpox epidemic that swept over many parts of this country after World War I? A recent report of the U.S. Public Health Service shows how thoroughly the disease has been con-

quered. In 1930 there were 48,907 cases of smallpox; in 1945, only 346!

Slicing It Thinner.—Up to now it has always seemed that nobody could produce a thinner slice of anything than the slices of ham found in some restaurant sandwiches. However, the newly invented rotating knife called the microtome, consisting of a razor blade mounted on a wheel that revolves 57,000 times a minute, prepares cross sections thinner than the finest tissue. These are used in electron microscopes.

U.N.’s First Ballot.—When members of the U.N. Security Council looked inside their new ballot box they found this note, summing up the hopes of the whole world: “May I, who have had the privilege of fabricating this ballot box, cast the first vote? May God be with every member of the United Nations Organization, and through your noble efforts bring lasting peace to us all. Paul Antonio, Mechanic.”

Mail-Order Education.—Many rural sections of the West and Alaska are so sparsely populated that children are unable to attend high school. Nevertheless they are continuing their education through supervised correspondence courses, supplied and graded by the state university. A supervising teacher visits each student’s home frequently to check on progress and organizes group projects for week ends. One boy even did his high school work 100 miles north of the Arctic Circle.

Flying Furs.—Thanks to the airplane, fur coats of the future should be higher in quality. Trappers who formerly hauled out their furs by dogsled once a year from Arctic hunting grounds are beginning to send pelts to market by cargo plane. Sold the same season they are trapped, the furs are in better condition when they reach the manufacturer.

School-Haters.—If Johnny insists that he hates school, maybe his books are too hard to read. A Columbia University psychologist found in tests that many textbooks used in certain New York schools were pitched considerably above the grade level for which they were intended. To keep youngsters from losing interest in studies, he advocates that each book be tested in a reading clinic before it is adopted for use.

Movies from Home.—If your family still has a serviceman stationed with the occupation forces in Japan or Germany, why not send him a movie showing Dad on the golf course, Mother working in the garden, and his best girl in her Easter hat? Such family films may be sent to many overseas bases, for almost all Army and Navy recreation halls have 16mm film projectors. Each family should, of course, find whether the serviceman’s camp has proper facilities before making the films.



NPT Quiz Program

Coming to You over Station HOME

Through the facilities of the National Parent-Teacher

● *We have a grandson four years old, very much alive and full of energy, so much so that when night comes his mother is worn out. He is never satisfied to sit down and play for a period of over five minutes at a time. He has been punished for turning on the gas burners to the kitchen stove but will do it again, knowing he will again be punished in some way. He also wants to break up his toys, as he says "to see what is inside." What kind of correction would you suggest to curb his overactivity and destructiveness?*

THE best way to attack this problem is from the positive side, especially since your description of your grandchild suggests strongly that he is a bright lad who may find most things too dull.

What this child needs are toys that will satisfy his urge "to see what is inside." Look over his stock of playthings to make sure that he has enough toys that can be legitimately taken apart and put together. We must not forget that it is entirely normal for a child to want to satisfy his desire to explore, to turn things inside out in order to find out what makes them tick. There are plenty of good toys that will satisfy this curiosity. Ethel Kawin's book *The Wise Choice of Toys*, published by the University of Chicago Press, will tell you what they are.

As for his inability to play with anything for more than five minutes, that too is nothing to worry about. Indeed, a typical four-year-old cannot be intrigued by any activity for more than eight or ten minutes. Be sure to read Neith Headley's article "Four, Five—How I Thrive!" in the January 1946 issue of this magazine for a very good discussion of how long little minds can concentrate on one thing.

Now for the element of discipline in this problem. Since your grandson continues to turn on the gas burners, the punishment he has received can't have been very effective. If punishment is too mild, it brings no results. If it is too strong, it may make the youngster more hostile, more defiant. Since children of four cannot be expected to understand why certain things are dangerous, the best thing to do is to keep them away from harmful things and places. When punishment is

essential, it should be administered in a calm, matter-of-fact way and not talked about after it is over.

At present the most important thing you can do is to check up on your grandson's opportunities to release his normal quota of energy. All healthy children need a great deal of physical activity. Now that summer is on its way, be sure that the child has plenty of chances for outdoor play with small groups of children his own age. In this natural environment, he'll be able to satisfy his need for action in better ways than turning on gas burners.

If there is a preschool or nursery center near you, why not persuade the child's parents to send him there? Here he'll have all the benefits of play equipment, social contacts, and all sorts of guided experiences that pack each day with absorbing interest. In addition, such schools, if they are good, make every possible effort to understand the needs of the children entrusted to them. If any correction is necessary, trained teachers will know what kind it should be and how best to apply it.

● *My daughter, a sophomore in high school, is what people call a poor loser. She had her heart set on having the lead in the high school play. When she failed to get this coveted role, her speech teacher offered her another part, but she wouldn't accept it. How can I make her understand that no one always gets what he wants in life?*



© Frank H. Bauer

THIS seems to be a case in which Mother does indeed know best. But has she always known best? In other words, when did you begin to convey to your daughter this insight into the way life works—just recently or back in those early years

when all children are so responsive to guidance?

If you perhaps overlooked this kind of training years ago, however, it is hardly sensible for you to start regretting it now. Far better that you discover what kind of daughter you really have. Is she an overindulged, spoiled young lady? Or has she been made to feel that she must always come out first? Has she been pushed to attain heights beyond her talents and abilities? Once you get at the deep-laid cause, it will be much easier for you to help her.

IF YOUR daughter has been pampered, then the first thing to do is, of course, to stop the pampering. Sit down and have a heart-to-heart talk with her. If she is an intelligent girl, she won't be slow to understand when the truth is pointed out to her. And the truth is that one cannot go through life winning every prize, that the big person is the one who can take second or third place and make the best of it, and that if she persists in this attitude of first or nothing, she's headed straight for unpopularity and loneliness.

On the other hand, perhaps you yourself have put too much emphasis on the value of success. If your child has been made insecure by your own insistence that she excel, then by all means free her from this bondage. Minimize the fact that she lost what you refer to as the "coveted role." Assure her that you would love her if she hadn't even been asked to try out for the play. Tell her how pleased you are that she has been offered any part. Say that everybody knows how keen the competition is, and to get any role whatever is quite a feat. After all, no play, not even the spectacular *Ben Hur*, can use every student in high school!

Give your daughter the secure sense that your love for her has little to do with achievements and awards. Once you have reached her heart, get at her mind. Draw her attention to the worth of the race rather than the winning of it. What if one does suffer little defeats? Or even big ones? The thing that counts is what one *does* with defeat. All the world loves an ungrudging spirit, a good sport, the person who can pick himself up and go on. Use an experience from your own life, or the life of someone you know quite well, to illustrate that one can not only survive defeat but actually gain thereby in stature and stability.



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● *What do you suggest I do for my niece, fourteen-year-old Barbara, who is inclined to be overweight? I have tried to explain to my sister that Barbara could safely reduce her weight, but she only shrugs her shoulders and says "Barbara will outgrow it." Maybe that's true, but in the meantime she is beginning to be self-conscious. If she continues to gain I'm afraid she'll turn into an unhappy child.*

THE problem would, of course, be simpler all around were your sister sympathetic to her daughter's plight. The picture, however, is far from dark.

First of all, make sure that there is no glandular difficulty. Certainly Barbara's mother won't object to a medical checkup by the family doctor. If there is no physical disturbance, perhaps the doctor will give Barbara a diet list suitable for a child of her age and build—and you are all set. Why not make a game of losing weight? Since misery is supposed to love company, it might be wise for you to join your niece in her dieting venture—with your doctor's consent. Once a week or so, report to each other to see who has been stronger in abstaining from sweets and starches, the arch enemies of those who must count their calories.

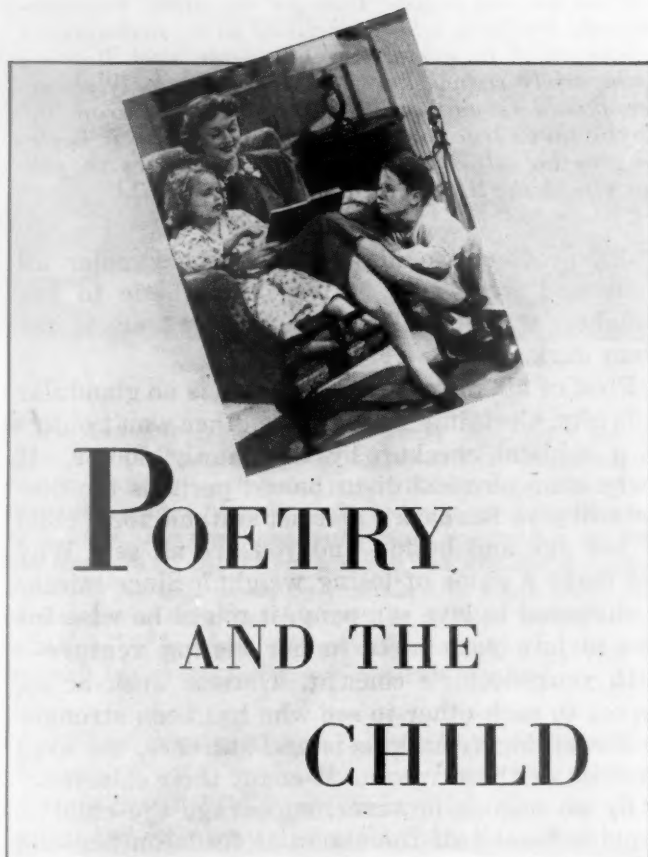
By no means, however, encourage the child to deprive herself of the essential foods on her diet list. On the contrary, review the whole list carefully with her so that she will appreciate what her young body requires.

Then do your best to help her make the dieting easier. If she eats her lunch at school, she herself will, by a little careful thought, be able to control what she selects at the school cafeteria.

But what about the evening meal at home? If Barbara eats ample portions of vegetables and meat and drinks a full glass of milk, her mother need not worry about the child's depriving herself of nourishment. Perhaps as she sees Barbara growing slimmer without losing her energy and vitality, your sister will lose any fears she may have about the dangers of dieting.

Try also to interest Barbara in clothes that have simple lines—lines that are kind to the young figure which tends toward plumpness. Why not give her a subscription to one of the teen-age or subdeb magazines so eagerly consulted by young girls nowadays? The pretty pictures, the articles about clothes and fashion, the beauty hints—all these will help keep her mind on the goal.

Finally don't let the whole business become grim. Making of oneself the best one can be, mentally or physically, ought to be an exciting adventure. Once Barbara catches on to this idea, once she gets on the scale and sees the first few pounds disappear, the chances are you won't have to tell her to keep up the good work. In this instance, nothing succeeds like a little loss.



POETRY AND THE CHILD

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SOME years ago at a dinner of the American Poetry Society, I heard Robert Frost tell a story about a pompous gentleman whom he met in the smoker of a Pullman car and who asked him whether he had been able to get a lower berth. Frost said no. Thereupon the man went into a huddle with the conductor and somehow wangled a "lower" for the New England poet.

Frost paid the extra charge, but was immediately engaged in conversation by the imposing gentleman. He proceeded to tell Frost the story of his life—how he rose from a poor boy to a man of wealth, influence, and political power. Dawn was breaking when he finished. Then he turned to Frost and asked, "What's *your* line?"

"I write poetry," answered Frost.

"Good heavens!" exclaimed the man. "My *wife* writes that stuff!"

His words and the tone of his voice expressed the average person's attitude toward poetry. To him poetry is a "sissy" pursuit, although nothing, of course, could be farther from the truth. Poetry has strength and ruggedness and a lasting quality not to be found in many human novels. Poetry—good poetry—is truth and beauty expressed in unforgettable simplicity. Poetry, indeed, is one of the firm foundation stones of our great cultural heritage.

From Time's Rich Reservoirs

MOREOVER, it is a part of our heritage that our children can share and enjoy while they are still children. To open up to them this treasure trove of wisdom and beauty, we ought to introduce them to poetry at a tender age. We ought to make them familiar with its meaning and value. For, like music, poetry must be absorbed

KURT V. HOFFMAN

and explored and studied if it is to be understood and appreciated.

I myself must plead guilty to occasionally writing "that stuff." Sometimes an idea comes to me that can only be expressed in poetic form. For instance, one day not so long ago, while driving past a neglected meadow in the Green Mountains, I wrote in my mind a poem with this opening verse:

*My mind is like a barren field
Where weeds and thistles grow,
Nor will it ever harvest yield
Until the truth I sow.*

A Rewarding Search

HOW rare a gem is truth! And how often, found in its rough state, is it tossed away like a worthless pebble. It remains for the poet to cut it and polish it with superb craftsmanship, so that we may see its fire and beauty and color and perceive its universal meaning. We are all poets at heart, but not all of us possess the genius to put a thought into form in such a way that it becomes visible, intelligible, stirring, and never to be forgotten.

I remember that even as a child I was impressed, hardly knowing why, with those serene and beautiful lines of the Twenty-third Psalm:

*Thou leadest me beside the still waters,
Thou restorest my soul . . .*

Not until years later, after enduring "the slings and arrows of outrageous fortune," did I realize the profound solace and wisdom of those lines.

Children can learn that the great service of poetry is to bring to us the distilled essence of truth which is applicable to every mood and every stage of life. Sometimes poetry is dramatic, fierce, and keen. Sometimes it is languorous and world-weary, as when Keats wrote:

*Now more than ever seems it rich to die,
To pass upon the midnight without pain . . .*

True poetry is like golden nuggets concealed in a gravel bank. They must be found, and the only way to find them is to explore, to pan the gravel. Yet at the same time we must always be on guard against the deceptive fool's gold, which is not precious at all.

We must, therefore, guide the child through the bewildering mazes of poetic literature. We cannot expect him to find his way alone. All too many children are confused and often disgusted by poetry simply because they are unprepared for it and cannot understand it. They have had no chance to talk about it at home—to ask questions about it and learn to share their parents' enthusiasm for it. We must help our children to realize that acquiring a love of poetry is a magically exciting quest. Great poetry cannot be served up all at once on the silver platter of a high school English course.

But once gained, the ability to discern and discover pure poetry pays ample dividends in addition to the pleasure it gives. It teaches by example how to express a thought in a vivid, concise, thrifty fashion—a rare accomplishment in these days. And since it teaches expression, it also teaches how to think straight—and that is undoubtedly the most valuable attribute any of us can possess.

WHERE PEACE BEGINS

WILLIAM G. CARR

*Secretary, Educational Policies Commission, and
Associate Secretary, National Education Association*

IF it is true that wars begin in the minds of men, then it is equally true that peace begins in the minds of children. Statesmen may say that peace means getting all the international boundaries drawn in just the right places and the proper balance of power maintained among the sovereign nations of the earth. Economists may say that peace depends on international trade, the exchange of raw materials, and monetary agreements. Lawyers may say that war can be controlled only by courts, laws, and the systems of jurisprudence. All these things are important in the problem of winning and keeping the peace, but back of them and fundamental to them is the work of the parent and the teacher in laying the moral and intellectual basis for international understanding.

What can we do, we parents and teachers of America, to educate our children for peace? What can we do, working together with other nations, to make sure that peace does indeed begin in the minds of children everywhere?

Preparing for World Citizenship

FIRST, it seems to me, we must have a forward-looking program of education for world citizenship. Although mankind has not yet developed even a world government, we should teach our children—and teach ourselves—those skills and attitudes that alone can create a society in which world citizenship is possible.

In working toward the world citizenship goal, we should make a careful study of textbooks and curriculums, in order to eliminate from them ideas that foster intolerance and prejudice. We should see that our children learn that all the people of this world are literally dependent on each other, that survival for any of them may well depend upon the cooperation of all. It should be emphasized that all the great religious faiths in the world rest on

the ideals of human brotherhood and essential unity among individuals and peoples. There should be a wider use of newspapers and periodicals, maps and globes, radios and motion pictures in deepening and sharpening our understanding of other parts of the world.

World citizenship need not mean the sacrifice of national citizenship or the subordination of one national group to another. Good national citizenship and good world citizenship reenforce each other. The qualities of character most desirable for good relations in our homes, neighborhoods, communities, states, and nations are precisely the qualities of character that are most needed in world citizenship. Beginning with the adjustment of our children to their immediate surroundings, we can teach world citizenship in a meaningful way, extending their understanding to comprehend all the peoples and places of one interdependent world.

Being Realistic

WHILE we study and teach for a future ideal, we must also be realistic. A general attitude of sweet good will, built merely on the glittering descriptions in travel folders, movie travelogues, and stories of children in other lands, will not do



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the job. There are some basic facts about international relations that should be as thoroughly taught in our schools as the multiplication table and the alphabet.

For example, every American youth should know a good deal about the major geographical sections of the world—their resources, the status of their people, their political systems, their cultures and economic arrangements. He should study the conditions in any nation that may lead to war. And he should be familiar with the organizations that are created to deal peaceably with these conditions.

Our schools should teach the facts about the United Nations and its Charter as earnestly and carefully as they teach our young people about the elements of local, state, and national governments.

International Scene

IN the twenty years between the wars, while we were teaching our children the ways of peace, other countries were doing just the opposite. We have found that education for international good will cannot succeed if it is practiced by only one nation. It must be an undertaking in which all countries take part. We have two major assets in our efforts to deal with this stubborn fact. One is the series of provisions for education in the United Nations Charter; the other is the United Nations Educational, Scientific, and Cultural Organization.

The United Nations Charter adopted at San Francisco refers to education, in explicit terms, nine different times. It makes the promotion of educational cooperation a responsibility of the United Nations Economic and Social Council. It authorizes the General Assembly of the United Nations to make studies and recommendations affecting education. It lays down the principle that members of the United Nations will provide education in all their dependent areas. For the first time in history, all the major powers of the world have decided that education is a part of keeping the peace.

The United Nations Conference in San Francisco did not, however, determine the exact ways and means by which the educational functions of the United Nations would be carried out. That was postponed for a special conference held in

London last November, called by the governments of the United Kingdom and France and attended by forty-four of the fifty-one United Nations. The conference succeeded in its purpose—the drafting of a constitution for a specialized international agency, known for brevity's sake as UNESCO, to deal with education and closely related fields.

The basic aim of UNESCO will be the promotion of peace and security. Toward that end it will be able to conduct almost any enterprise by means of educational, scientific, and cultural cooperation. UNESCO, with its headquarters in Paris, will meet each year in a different city, in a different part of the world. It is an intergovernmental organization; that is, its delegates will be selected by the governments of the various nations that belong to it.

Preparations for the first meeting of UNESCO are now being made by its Preparatory Commission. One of the primary tasks should be the negotiation of an agreement among all the members of UNESCO that they will use their educational systems for the development of international good will and understanding and that they will refrain from using their educational systems for the opposite purposes. If UNESCO can give us that assurance, it will become the keystone in the structure of education for world citizenship.

A Tool Only

THE UNESCO office in Paris may seem far away from your home. Its activities may seem remote from you and your children's day-by-day life. But UNESCO is not really remote. What it does, or fails to do, will surely help to determine whether your children will have to fight a World War III.

On the other hand, we must never forget that the United Nations and its specialized organizations, such as UNESCO, are simply instruments. When people ask me whether I think that the United Nations will work, I am tempted to ask them in reply whether they think a spade will work. A spade is a tool; it works only if somebody works it. The job for your school and schools all over the world is to teach the boys and girls how to use these new tools that we have fashioned as best we could for the great purpose of promoting peace among nations.

Only a peace between equals can last. Only a peace the very principle of which is equality and a common participation in a common benefit. The right state of mind, the right feeling between nations, is as necessary for a lasting peace as is the just settlement of vexed questions of territory or of racial and national allegiance.—WOODROW WILSON

DORA MITCHELL

WHEN Mother steps out, and Father too, who steps in? Sometimes, even in this day of small families, it's an older brother or sister. But often the situation is met, for better or for worse, by getting outside help. Thereby hangs the tale of this article, a record of experience—with recommendations.

youth and inexperience and, if possible, to take advantage of it. If the youngsters are in bed and asleep, the sitter is faced with a long and lonesome evening in a strange house.

Like so many things devised to meet a wartime emergency, this system of sitters has been a haphazard development—a hurried, hand-to-mouth matter of sudden dates, desperate telephone calls, and rushing out of the front door just as the new sitter arrives. There were sitters before the war, to be sure; but their number has



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THE SITTER *Situation*

PROBABLY the reaction of most of the young things who "sit" for me, if they happen to see this article, will be a knowing "Oh, yeah?" and maybe at the outset I should mention that with the best will in the world I still don't always practice what I preach.

Most of us who have young children have had recourse at one time or another to the sitter. In fact, without the cooperation of these teen-age youngsters, many of us would be completely cut off from any outside social life. These sitters, frequently maligned and joked about, are in need of a great deal of understanding and guidance.

Like most mothers I have myself taken turns at minding the neighbors' children and have become more and more convinced that the sitter really earns her money. (Sometimes it is "his" rather than "her," but permit me, if you please, to simplify matters by using the feminine pronoun.) Those who come while the children are up and about have serious responsibility, especially as the children are quick to sense the sitter's

increased enormously in the past five years, and it seems to me that the time has come to put the whole thing on a more constructive basis. The problem is a three-way or even a four-way one. It involves not only the sitter and her employer but the parents of the sitter and the children of the employer.

There Should Be Rules

TO A busy mother it is undoubtedly of advantage to be able to get away from her youngsters once in a while and go out and enjoy herself, or take exercise, or help in a community project, or do any of the hundred and one things she can do much better

when not accompanied by her four-year-old. The sitter, for her part, gains—or should gain—valuable experience with children, a knowledge of how other homes are run, and a pleasant increase in income to spend on the days when she is not sitting. But the whole thing needs to be planned to a much greater extent than it is today.

The community in which I live is semi-urban. The majority of parents are in the middle income bracket, with families of two or three children. The mothers, for the most part, are home all day and look after the house and children without domestic help. For sitters we draw almost exclusively on the neighboring high school girls and boys. So great is the demand that a mother often calls thirteen or fourteen persons before finding one free. Twelve-year-olds, who themselves seem too young to be left alone, step in and oblige when their seniors cannot.

In a community like ours it would be a great help if there could be prepared a local roster of available sitters, stating their free hours, fixing a standard rate of pay, and setting forth a few general rules of procedure. In the absence of such a roster, the responsibility falls on the parents, not only of the children but of the sitters. Thirteen or fourteen is very young, and these boys and girls have no training in what they are doing apart from the hit-or-miss of actual experience. It is up to the parents of both sides to establish a code, make clear what it is, and stick to it.

The payment per hour should be settled definitely, either with the sitter or with the sitter's parents, and the stipulated amount paid. Moreover, the sitter has a right to be paid before going home and should not be expected to give change. Many a youngster cannot change a dollar bill. Then arises this problem: Do I keep the money, or does she keep the change? If you withhold the money you may forget in the bustle of succeeding days to pay what you owe; if she keeps the change she may find it useful never to have any.

A sitter, I think, has a right to charge more for taking care of children when they are awake than for serving as protector when they are asleep. I also contend, not without opponents, that a thirteen-year-old is entitled to as much pay as a seventeen-year-old. Given the same work, the younger one may get equally good results, but her inexperience only makes it harder.

Another thing I think the parent owes to the sitter is to be home on time. Here the sitter's own parents have a say in the matter. Most careful mothers want their daughters home at a reasonable hour. If they insist on this, these youngsters are put in a very difficult spot when, at the appointed deadline, there is no sign of the mistress of the house. Said mistress is probably in a diffi-

cult spot, too, somewhere in a crowded hall or theater, desperately wishing the performance would come to an end.

I have found that I enjoy myself most if, in making arrangements for the children's care, I overstate the time I may be expected to be out. If I make it clear, on engaging a sitter, that I won't be home before midnight, she can refuse to come if she wishes. If I say "I'll probably be home by ten," with a secret misgiving that it may be ten-thirty, it is usually my lot to arrive some time around eleven. Then everyone is upset.

Employer, Be Fair

THIS question of time haunts every mother of young children. From the moment she leaves the hospital with her infant, to cope with a whole new set of domestic conditions, right on through the child's school years, her day never really seems to end. So on those rare occasions when it is her good fortune to have an evening off, it is important for her to be free from a sense of strain, free for a bit of genuine recreation.

It is my firmly held view that when a sitter comes everything should be ready—the children quiet, the meal prepared, Mother dressed and able to give some pleasant, tranquil instructions and then leave, a few minutes later, without any fuss. If the sitter is new, it gives her time to adjust, it gives the children time to get acquainted without fear, it makes the plans clear. Yet despite my good intentions, time and again I depart from the house in a whirlwind, calling last-minute instructions as I go and leaving behind a bewildered and disconsolate little group that haunts me all the way to my destination.

Almost as bad as this whirlwind exit is the dawdle or the repeat entrance—especially if the children are tearful, as they frequently are between the ages of one and three. If the mother



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pottery too long, the baby is in a paroxysm of grief. The sitter, just as hard put to handle him as his mother, seems completely incompetent, and the mother leaves for an evening's enjoyment very near to tears herself. Often she is so upset that she forgets something and, coming back guiltily just as baby has calmed down, starts the whole business all over again. These are the times when sitters more than earn their money.

The responsibility of the employer goes beyond the art of seeing that the sitter is safely in the house with the situation in hand, or paid off and seen home at the end of her vigil. Time should be taken and effort exerted to make the sitter's visits as pleasant as possible. To this end a certain amount of preliminary work is necessary. Never belittle a sitter in conversation before the children or discuss her disparagingly. Mention her coming in such a way that the children look forward to it with real pleasure. I am speaking now of children between the ages of, say, three and nine. Treat the whole thing as a party, letting the children feel that they are the hosts.

If the sitter comes for a meal with the children, take time to have it ready for them, attractively laid, with a favorite dessert and bright napkins. Some children like to make place cards for such a party affair, or to cut out special paper place mats. Seldom is it desirable to leave the preparation of food to the sitter, for the heart of most sitters is not in their cooking. If you say "You fix the potatoes," you may come home to a burnt kettle.

When the children are in bed, the sitter's life calms down, and she is faced with a solitary stretch of two or three hours. It has been my experience that sitters know how to take care of this period pretty well. They pass the time with lengthy telephone conversations, the radio (very loud), a certain amount of prinking and snooping (in the case of girls), and raids on the icebox. When school exams are imminent, they even study.

However, a certain amount of guidance makes for more good temper all round. Leave books and magazines accessible. If the sitter expects to sleep, leave a rug and pillow. If funds will permit, leave a snack for later. I have found that if I set a bottle of soft drink or fruit juice in the icebox, put some cookies out on a dish, and mention before going out that these are for the sitter, I am less likely to come home to find tomorrow's breakfast oranges a mess of peel in the wastebasket.

Service Made Simple

IN return for such consideration, certain standards should be expected of the sitters. And here again the parents of the sitters have some

responsibility. My best sitters come from good homes where they are taught responsibility and high standards of behavior. Their manner is quiet. They wash or stack the dishes, and the children's toys and clothes are put away at bedtime with reasonable tidiness. Some others have had no training whatever. For success on the job they are entirely dependent on such help as their employer can give them.

I have had sitters who have invited their friends, washed their hair, sampled my cosmetics, and even taken a bath—drying themselves, presumably, on my bath towel. Invariably these youngsters have come from homes where parental supervision is careless and standards of behavior are not high. When such instances occur, it is as well to have the matter out right away and make clear what you do and do not like.

Young children left with a sitter will often try to get away with murder. Even the best of them get excited and try a trick or two. One way to head off such trouble is to have a pin-up board in the children's room and post on it a clearly written list of rules—about bedtime, teeth cleaning, room tidying, lights out, open windows, what may and may not be eaten between meals, what clothes may be worn in certain temperatures outdoors, and any other rules a sitter cannot be expected to know. I have found that a fairly simple list works well; too many rules only confuse.

A Word on the Child's Behalf

IT IS well for children of all ages not to have too great a variety of sitters. The more frequently the same sitter comes, the greater the sense of security for the child. Older children, in fact, like to help their parents get ready; they like to know where they are going and what they are going to do. Next day they delight in hearing details of the evening's events, and the present of some salvaged odds and ends—a program, a menu, or a favor—will help make the next occasion one of expectation rather than apprehension.

A closing word: Write down the telephone number of an obliging neighbor who may be called upon to help out in emergency. Then, having made all these elaborate preparations, go out with a clear conscience. If when you come home the house looks as though a whirlwind had hit it, the dishes are not cleared away, your sons have acquired a teen-age vocabulary overnight and have developed a violent fancy for *Chickery Chick* and *No Can Do*, don't worry too much. They will arrive at that stage anyway in a few years. Just make some mental notes and start giving them right away a few useful standards for the time when they, poor youngsters, will be sitters too.

Dare We Deny



A VIGOROUS account of what the children of Europe are enduring by an observer who lived and suffered with them.

KATHARINE CLARK

THE CHILDREN?

IT has been my fortune, good or bad, to enter Europe almost immediately after both world wars. Today I'm frightened that I may have to visit it after a third world war—or work through the war-torn cities of Milwaukee, Philadelphia, and San Francisco.

If I face such a situation, I shall face it because of America and Americans. We are the only people left in the world who can do anything about the causes of war, because it takes strong, healthy people to walk the road of peace or guide others down the same path. For me and for you, perhaps, the problem may not seem great, but for our children it is an urgent and a terrible one.

This problem could be presented from the purely moral point of view, but I want to stress the practical approach in the face of a great urgency. Both to America as a nation and to Americans as men and women our children are our priceless wealth. It is futile to deny that their future is bound up with the future of all the world's children. Just as the circumstances and passions that surround them will mold America's children, so will the circumstances of these next years mold and shape the world's children into good or bad neighbors for our own.

At the end of World War I thousands of children were homeless and starving. More important, they were children who had no sense of belonging. They were ready to follow the first leader who offered them recognition and a sense of importance in the world. The German and Italian children with whom I played after that war were my age. They are still my age. And what happened to them in

the years between wars shaped and molded them into the type of people we had to fight.

Today the picture is the same, only on a far vaster scale. This time the children of the world are my son's age and generation. They will be his age when he is grown, and what happens to them now will shape and mold them either into good neighbors for him or into bad neighbors whom he will have to fight. Therefore to the moral urge that says all children need care, I add the common-sense, hardheaded urge that we must give care to all children as an investment for my son and your son.

Hunger Starves the Spirit

LET me explain by giving you some examples. There is the fourteen-year-old French boy who was a great favorite with our soldiers. They admired him because he had four dead Germans to his credit, and they fed him as long as they were with him. But they are leaving now. The boy is hungry. He is an orphan, and whatever care France is able to provide for her orphans this year and next year won't be equal to what he can take with a gun in his hand. Has he not learned to hate and to love with far greater intensity than has my son, and, most important of all, has he not learned to fend for himself? He will take care of himself even if he has to lie or kill for what he wants.

If the people of a democracy—his own country or another—feed him well, then he's all for democracy. But he wants more than food for the

body. He is capable of great devotion to a cause, and I want that devotion built around the same ideals I hope my son will have.

There are also the children of Poland—bewildered, ill fed, without homes, and sometimes without clothing. Often with the wounds of the past winters' suffering still upon them, they roam the cities and countryside—my son's neighbors on the march looking for the necessities of life and for recognition. The only thing they've really learned from the war is to fight for their daily survival and to take everything said to them, all the promises made to them, with a double helping of salt.

In Warsaw I left two small boys under fifteen who had no homes except the pile of rubble they might claim for one night and no food except what they could steal. They were excellent thieves and kept me alive, once, for ten days. When I went away all I was able to leave them was a rubber ball, a can of DDT powder, and my urgent wish that they could steal successfully through another winter.

The Shrewdness of Despair

WHAT sort of neighbors will these boys make for my son? How closely will they examine the ideals and beliefs of the first leader who comes along? They have been fed propaganda so long that they are suspicious of everything, and more inclined to test for themselves than to believe. The first test they put to any government is "What do we eat?" The second is not "Where do we live?" but "What cause can we devote ourselves to?" And the cause they will choose is the one that promises most by deed, not just by word.

A fourteen-year-old boy who has had one foot frozen and removed during a winter of war, who saw his mother executed by soldiers, does not weigh democracy against fascism. He only weighs one organization that actually feeds him and gives him something to work for against another organization that merely debates his fate in the political forums of a faraway land. Yet he may be the leader of a new youth movement devoted to principles that must eventually clash with those of my own son.

But "What can we do?" you may ask. It is a good question because, as I have said, we are the only people left who *can* do anything. It isn't just that we are the only people who have the wealth with which to work. We are the only people with the ability to be shocked.

In Warsaw last August I saw a small boy who placed a festered stump, which was all he had left of a right foot, on a shoeshine stand. He thought he was being funny, asking for a shine.

In some grim manner the ability to make light of that old wound left from the previous winter—that ability was his safety valve. If he didn't shock me it was because I had seen so many children minus a foot. What *did* shock me was the attitude of those around him. They were neither sympathetic nor angered. They were only bored!

Horror Becomes Commonplace

THE tragic truth is that human beings in the lands hit by war have reached the point of surfeit. They can no longer take to their individual selves the tragedies around them. They have to concentrate on their own survival, their own wounds, their own lack of food, their own need of shelter. In one day there are only twenty-four hours, but in Warsaw you can find twenty-four cases of frightful need within twenty-four minutes. How can you help them and take care of yourself too? You can't. So the people have built their own protective walls. They have learned to look without seeing, to recognize without feeling the conditions of those around them.

If you stay there very long, you too take for granted the brutal sights. Every morning you have to shake yourself into fresh realization that what appears to be the normal picture is not normal, not right, but a distorted nightmare made to appear normal by the frequency of its reappearance. We here are the only people still capable of shock, still capable of being horrified and shouting to the rooftops that it is *not* normal.

The Need Is Now!

IS IT too much to expect Americans to let themselves go and do some of that shouting? Demand that the wounds be cared for, the food provided, the houses rebuilt. Demand that aid be given the people to help themselves. We must give them seeds and machines, medicine, disinfectants, schoolbooks, rubber balls. Can we afford to debate politics first? Can we afford to say "You must do as we do before we can help you"? Are people able to agree with the cold forms of politics when their stomachs are empty and when they have no gauge for normalcy except the abnormal?

We need to recognize that whether we help because of the morality of such aid, we must at least help because of the common-sense need to aid our children's future neighbors. If Americans cannot be touched by the pitiful sight of small children whose eyes are wiser than time and whose bodies are malnourished, then they must be touched by the urgency of making healthy the neighbors with whom our children will live in this shrunken world.



POETRY LANE

The Stranger

The boy with blue eyes wide apart
Knew his father all by heart,
Whether he walked or whether he stood,
Each thing the large man did was good.

But one day this good man he knew
Was gone. The tall man had his two
Thighs apart and opened land
Holding the plow with each brown hand.

Sitting in innocent bluets sown
Like stars, the boy was star-alone.
He watched the stranger who was taking
His father's place, his round chin shaking.

The stranger in his father's broad
Overalls ripped up the sod.
From the way he looked behind
This man never could be kind.

And he was stern and fierce in front,
His eyes were sharp, his mouth was blunt,
No boy could rest against his shirt,
The man's big-knuckled hands would hurt.

It was all strange and far away,
Yet the boy recalled a day
He saw his father bend and kiss
His mother and be a man like this.

This was what the world would be;
Some day the boy supposed that he
Would have to turn his own back on
Some little boy and so be gone.

—ROBERT P. TRISTRAM COFFIN

Courage

I cannot fail while she believes
In me as roots believe in leaves.
Again the battered bell will ring,
The bending hope bear weight,
For she can mend a broken thing
And set the crooked straight.
When days bring doubt and draggled wings
She shakes the shadows out and sings.

—LOYD HABERLY

Desert Snowstorm

From the hills the nomad snow came down,
Cloaking the desert's russet and brown,
Bringing the land to a fairy bloom.
The Joshua stands like a silvered plume,
The sage is furred and the lean stiff grass
Has turned to a meadow of fine-blown glass.
The frugal desert looks rich and strange
In the borrowed white of the mountain range.

—VIRGINIA BRASIER

Spring Twilight

These twilights have a color all their own,
A strange unearthly light-of-emerald,
If such an eerie color could be called
By any name; and through it softly blown
Pale petals from the apple and the pear
And pale new wings that beat the perfumed air
In ecstasy of life for their short hour—
Till one, confused, knows neither wing nor flower.

The emerald deepens. Now that wizard, mist,
Has changed it to a glowing amethyst.
The earth grows strangely quiet, and the sky
Has bent so low with its embroidery
Of starry, golden bells, it seems that I
Could stand on tiptoe on that hill and snare
A handful of them for my mother's hair.

—MARION DOYLE

Etching in Charcoal

The night reached out and took him for its own.
Never before had dusk companioned him.
His eyes were wide, finding himself alone;
The twilight filled the valley to the brim.
But pines threw friendly shade to guide his feet,
The new moon's golden smile rose up and over
The slanted roofs of house and barn; the sweet
Familiar scent of new-cut grass and clover
Followed him to the gate. He turned to look
Back on the tunnel of the dark, and saw
The meadow lying like a starry book.
He heard the cattle moving in the straw,
Saw lantern-glow spread yellow on the ground. . . .
This was a world he had not known before,
Boundaried by new shapes and by strange sound;
And something in him, farmer to the core,
Quickened his heart to match the pulse of night
Beating about him in the muted light.

—ELEANOR ALLETTA CHAFFEE



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"I do hear it!"

IF your child is one of the 3,000,000 school children in this country who have defective hearing, you will welcome this author's reassuring words. The road to happiness and a serviceable life can be open to every hard-of-hearing child who is taught as trained teachers know how to teach, who is guided by parents who understand his needs, and who lives in a community that provides for his best welfare.

ELEANOR C. RONNEI

HELP FOR THE **HARD OF HEARING**

APPROXIMATELY three million school children in the United States today have measurable hearing defects. One million of these have impairments serious enough to handicap them in getting an education. The other two million are medical problems for the time being, but if they are properly tested and examined and given the right follow-up treatment they will not need special educational consideration.

These figures tell us graphically that at least one child in every average-sized school classroom has a handicapping loss of hearing. In round numbers the hard of hearing outnumber the crippled, the blind, and the tuberculous all put together. Yet because defective hearing does not show, parents and teachers are all too often unaware of its serious effect on the child.

Out of the 1,000,000 hard-of-hearing children who need special educational provisions to overcome their handicap, only 27,000 are receiving any such aid, right or wrong as it may be. And if we subtract 27,000 from 1,000,000 we get a sizable total of 973,000 school children for whom a definite educational policy and program is badly needed.

What Does "Hard of Hearing" Mean?

A HARD-OF-HEARING child is an average, normal youngster except for the fact that he does not hear as well as 95 per cent of the other average children in his class. Hearing loss leaves no tell-tale marks that set one child apart from his fellows. The hard-of-hearing child talks and uses language as a tool of communication. It is true that he may have a speech defect, a reading disability, and temper tantrums, but these occur also in other children. Think of the hard-of-hearing child, then, not as pitifully handicapped but as a youngster who is no different from his fellows except for a deviation in hearing.

Hard-of-hearing children can be identified by modern, scientific tests made with instruments called audiometers. The same equipment can be used, by varying the techniques, for children of all ages. Hearing tests should be given yearly, if possible, to all school children from kindergarten through college. It is also important to test the

hearing of children who return to school after having measles, mumps, chicken pox, and other childhood diseases.

How Is Hearing Measured?

HEARING is usually rated in percentages or in decibels. (A decibel is a standard unit of loudness used in measuring sound.) The percentage or decibel-rating number indicates the degree of loudness necessary for an individual to identify a certain sound. The larger the number, the greater the hearing deficiency. A rating of 35 per cent, for example, would mean that the person tested needs 35 per cent more intensity of sound to identify that sound than does the average person. A score of zero means normal hearing.

Some people find it easier to understand the meaning of these figures if hearing loss is compared with pounds of excess weight. A person who is ten pounds overweight is still within the normal range; his extra pounds are hardly noticeable. The same thing is true of a 10-decibel or 10 per cent loss in hearing. No one notices it. It doesn't handicap the person in any way, although it may be the beginning of more trouble if it is not checked by an ear specialist. Of course, when the deviation from the normal, either in weight or in hearing, is as great as 50 per cent, the defect is noticeable and is a handicap.

Periodic tests of school children may actually prevent loss of hearing in adulthood because small losses in hearing can be detected at a time when medical science can really do something about them. The ear is so delicate, complicated, and inaccessible an organ that doctors have difficulty curing a disease once it is established there. It must, therefore, be found and treated before it makes much headway. At least 60 per cent of the deafness among adults could have been prevented in childhood by hearing tests and treatment.

When the tests show that a child is hard of

hearing, he should immediately be given a complete ear examination by an ear specialist. Recommendations for medical treatment should be carefully followed up.

But more than tests and medical care, however, the hard-of-hearing child needs to be understood. Here are some of the questions asked most frequently about his education and welfare.

Spotlight on the School

WHERE should the hard-of-hearing child go to school? To the school in his neighborhood, of course, with the other children in the block. His first educational need is that of any child—an opportunity to go to a good school with the youngsters he will live and work with as an adult. Like all the other children in his classroom, he needs a “star-spangled” teacher who will accept him and his handicap as a challenge to her teaching skill.

What educational provisions should be made for him? An ideal educational program should give every child—both the normal child and he who deviates from the normal—the means of acquiring knowledge and developing the attitudes, tools, and skills he needs for satisfactory living.

This goal is, of course, one of the primary and most important objectives of the parent-teacher organization. To achieve it for *all* children P.T.A.'s must see that our schools plan programs of compensation for handicapped groups while they keep their sights leveled on the normal child and his needs. In the case of the hard of hearing, the first step, of course, is to find out who these children are and what they must have in the line of medical treatment. The next step is to consider their needs in the educational planning of every school and every community.

What special subjects should a hard-of-hearing child study? Some hard-of-hearing children need speech correction and special tutoring in certain subjects like reading, spelling, or arithmetic—



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even as their normally hearing classmates sometimes do. The only subject all hard-of-hearing children need is lip reading, or speech reading.

What is lip reading? When and by whom shall it be taught? Lip reading—or “hearing eyes,” as the children frequently call it—is the art of understanding what people say by watching the movements of their mouths. It is learned in much the same fashion as print reading and, like reading, needs to be taught continuously throughout school life so that lip-reading ability will grow along with vocabulary and language. Some people are natural lip readers, just as Alec Templeton is a natural musician, and some are not. The majority of people, however, and especially children, can acquire a workable and satisfying skill in reading lips if they are well taught.

Most authorities believe that schools should provide instruction in lip reading for children with a hearing loss of 20 to 25 decibels in the better ear, and for others whose hearing, in the opinion of the ear specialist, will become progressively worse.

Lip reading can be taught by a specially trained teacher who travels from school to school or by any skillful, intelligent classroom teacher who is willing to study the subject at a college or university. There is no black magic in lip reading. Interested, alert parents can do the trick too if they have access to two or three standard texts.

The Parents' Part

WHAT about hearing aids? Hearing aids are just what their name implies—an aid to hearing, not a cure for hearing impairment. They are of great help to some children, of some help to others, and of no value at all to a few. Unfortunately, hearing aids do not correct poor hearing as universally as eyeglasses do poor vision. Neither are they as much help to the average wearer as eyeglasses are.

No one type of hearing aid will fit everyone. With children, as with adults, it is important to try several types. In our experience with children we have found that the simplest aid, the one with the fewest controls, and the easiest to manipulate is most likely to be successful.

Do hard-of-hearing children have any special health needs? Not as a general rule. Like all children they need a good basic diet. However, the majority of hard-of-hearing children do need additional care in the prevention of common colds, to which they are usually susceptible. Such prevention is essential to this group because their colds all too often lead to repeated abscesses and inflammation of the ear. Communicable diseases like measles, mumps, and chicken pox are in themselves frequent causes of hearing loss because of compli-

cating secondary ear infections. Since many hard-of-hearing children have already had these secondary complications, it is important that they be protected against new infections.

All children need plenty of rest. Many hard-of-hearing children need additional rest to compensate for the tension resulting from trying to hear. They also need a little more safety training, especially in traffic safety, because they depend only on their eyes to ward off danger. And finally, hard-of-hearing children may require more assurances of affection and a greater sense of security than do other children.

Practical Pointers

WHAT are some of the things we can do, at home and at school, to help the hard-of-hearing child?

1. Look at him when you speak and please, oh, please, speak normally, without mouthing or exaggeration. Face the light when you can. A little lipstick helps to highlight movements of the lips.
2. If he doesn't understand what you say the first time, rephrase the thought instead of repeating it. “Tell Ted to call me at two” is a sentence loaded with hard-to-see words. Say it again in different words, like this: “Please ask your brother Ted to phone me this afternoon at two o'clock.”
3. When the hard-of-hearing child is a member of a group, see that he sits with his better ear pointing toward the group.
4. Help him to acquire an expanding vocabulary for both reading and conversation. A little time spent in teaching him pronunciation now will save him much embarrassment later. We shall always remember the heart-sick look on the face of the youngster who was laughed at by grownups when he misplaced the accents in the following statement: “When I grow up I want to go to CORnell University to take the aCADemic course.”
5. If he wears a hearing aid, keep it in good operating order and allow him the full privilege of regulating its volume.
6. Help him to control his voice within normal limits. Children with conduction deafness often speak so low that people cannot understand them, whereas children with nerve-type deafness may shout. Helping the child with this difficulty can be done unobtrusively and will do much to make him feel socially acceptable. We know of the mother of an adolescent girl who simply fingers an earring when her hard-of-hearing daughter is not speaking loudly enough in a social gathering.
7. Point his educational and vocational interests away from those requiring perfect hearing toward those in which his hearing loss will not be a hazard or a handicap. For example, keen hearing is essential to a doctor but not to a research biologist who uses some of the same kinds of skill and intellectual endowment.
8. Last but not least, face the problem of the hard-of-hearing child realistically. There is no denying the fact that impaired hearing is a handicap, but a hard-of-hearing child need not grow up into a grumpy, ineffectual introvert unless his home, his school, and his community make him so.

WHAT'S HAPPENING IN EDUCATION?



- Several months ago, in answering a question about the election or appointment of members of boards of education, you favored the election of members on a nonpartisan ballot at special school board elections, following nomination by petition. That may be good practice for cities of small and medium size, but how can you make it work in our larger cities, where only a small fraction of the people know anything about the nominees and where a well-organized minority can carry an election because most people won't take the trouble to vote?

YOU have well stated one of the most difficult problems of American school administration, a problem to which there is no easy answer. Yet granting the difficulties you mention, I would still maintain that nomination of board members by petition and election by the people, on nonpartisan ballots and at special elections, is on the whole superior to any method of appointing board of education members that has been devised to date.

Do not overlook the nomination by petition. In most communities, and particularly in large cities, the competent, public-minded citizens who should be members of boards of education will not seek election on their own initiative. They must be sought out and urged to become candidates by people in the community who earnestly desire good education—and these people presumably include most of the members of parent-teacher associations. Eternal vigilance is as much the price of good education as it is of liberty.

The Educational Policies Commission recently proposed an ingenious method for nominating members of state boards of education—a method that, it seems to me, might well be adapted to the election of members of city boards of education and tried out in one or more of our large cities. According to this plan, the city would be divided into a number of areas, approximately equal in population. The voters of each area, at a special election, would elect one member to an electoral college, the candidates being nominated by petition. The members of the electoral college would then meet and nominate one or more candidates for each vacancy on the board of education, endeavoring to persuade the ablest people in the city to become candidates. After a stated period of time, the electoral college would meet again and

make its choice from among the nominees. This method should preserve the freedom of the board of education from partisan political control and obligations and at the same time give reasonable assurance that men and women of high competence would be chosen for membership.

- Is it possible for schools to obtain government surplus property left over from the war? If so, how should a school official go about asking for it?

PUBLIC school districts, along with other agencies of state, county, and municipal governments, have second priority for government surplus property. First priority is given to agencies of the Federal government. Some surplus properties have been donated to public agencies, but the supply of free materials is practically exhausted.

Surplus property may now be purchased through the War Assets Administration. Public agencies are entitled to a 40 per cent discount on the "fair value" of the property, which value is set by the War Assets Administration.

A superintendent of schools who wishes to buy government surplus property for use in the schools should first get in touch with the executive officer of the state agency designated by the governor to assist eligible public and private educational agencies. He can get the name of this executive officer, if he does not know it, from the chief state school officer. The superintendent should inform the executive officer of his needs and should ask to be placed on the mailing list, if he is not already there, for notices of surplus property sent out by the War Assets Administration.

Whenever the desired properties appear on WAA lists, the superintendent should notify the executive officer of the state agency at once. The state agency will then assign a date on which the superintendent may inspect the property. If the property is satisfactory, the superintendent must send to the state agency his application to purchase. This must be approved by the regional representative of the U.S. Office of Education before it goes to the War Assets Administration. In case several schools apply to purchase the same property, the Office of Education representative allocates the property on the basis of need.

On paper this procedure looks more cumbersome than it is in practice. The main point is for the superintendent or his business manager to be always on the alert. Surplus property moves quickly. Many school systems have already taken advantage of surplus property discounts to acquire instructional equipment and supplies that they would otherwise have been unable to afford.

- Our school buildings are badly overcrowded and in need of repairs, chiefly as a result of a large increase in population during the war years. Is it likely that the Federal government will help school districts to build or repair school buildings, as part of a postwar public works program?

AS TO whether we shall soon have a national public works program your prediction is as good as mine. If we do have such a program, it seems almost certain that school building construction will be provided for in it. Certainly no part of the nation's public plant had heavier use during the war than public school buildings. In addition to their customary uses, most school buildings have been registration centers for selective service and rationing, and headquarters for all sorts of war campaigns. Many have also been used at night for the training of adult workers in war industries. Furthermore, practically all city school buildings have been overcrowded, because great numbers of people moved to cities in the war years.

In his 1946 message on the State of the Union, President Truman went on record in favor of Federal assistance "for providing adequate buildings for schools and other educational agencies . . . to be matched by similar expenditures by state and local authorities."

Several bills dealing with this matter have already been introduced into Congress. These bills express two conflicting points of view. Some congressmen favor including school plant construction in an over-all national public works program. Others, such as the authors of the Morse-Neely bill, would channel Federal aid for school construction through the U.S. Office of Education and the

departments of education of the various states.

Here, I am convinced, is an issue of great importance to you and me and all readers of this magazine. Schoolhouse construction should be carefully planned by experts, in terms of the educational uses to which new buildings are to be put. These uses will differ in many respects from those of twenty years ago, and the school buildings of 1946 should exhibit corresponding differences from the buildings of 1926. Surely we have learned a great deal about the educational needs of children and youth and about improved educational methods during the past two decades.

If school plant construction is made a part of a general public works program for employment, there is grave danger that the planners of public works, because of their haste to begin construction and their lack of knowledge of recent educational developments, will give us school buildings that are merely copies of the buildings of the past and that will tend to perpetuate the existing organization of school districts.

If, on the other hand, the U.S. Office of Education and the state educational agencies are charged with the administration of a Federal program to aid school plant construction, we are much more likely to get a building program that is planned with imagination and with an eye to the educational needs of the future and that at the same time will be critical of our current pattern of school district organization.

It might even be better to have no school building program at all than to have one that would fix the educational patterns of the past upon us for the next fifty years and freeze the indefensible partitioning of the nation into more than one hundred thousand separate school districts.

Now is the time to plan the new school buildings that your community needs to serve its children, its youth, and its adults. Sound planning will require time. If you wait until a public works program has been established before you begin to plan, you may have to pay dearly for your lack of foresight.

DO YOU AGREE?

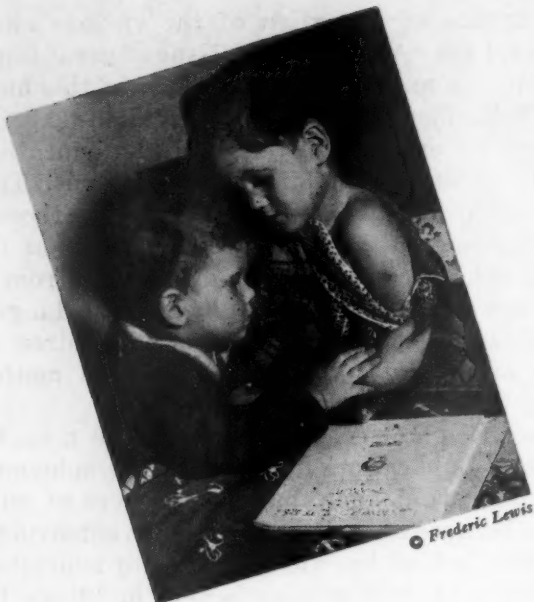
The things taught in schools and colleges are not an education, but the means of education.

—EMERSON

The great difficulty in education is to get experience out of ideas.—SANTAYANA

A child's education should begin at least one hundred years before he was born.—HOLMES

In large states public education will always be mediocre, for the same reason that in large kitchens the cooking is usually bad.—NIETZSCHE



Child Health Day, 1946

NEVER before in our history has so much attention been focused on doing something about the nation's health. President Truman has called for the enactment of a national health program. Congressional committees are considering bills to implement the program; to finance medical and dental research; to provide Federal aid to the states for dental and mental health services and for maternal and child welfare; and to build more hospitals and clinics.

Against this background of aroused public concern comes Child Health Day, May 1, 1946, with the President's challenging proclamation to the "people in each of our communities" to pledge themselves to review their community health and medical care services for two purposes: first, "to see how well these services meet the needs of all our children in the light of the goals of the national health program"; and, second, "to organize a definite plan to achieve within the coming year at least one improvement in community health services" that will contribute to the health of children.

Quite rightly the President reminds us that "the health of American children, like their education, should be recognized as a definite public responsibility" and one that rests *with each community*.

To members of the National Congress of Parents and Teachers this is no new discovery. The work

MARTHA M. ELIOT, M.D.,

Associate Chief, Children's Bureau, U.S. Department of Labor

this organization has already done to stimulate community action on the health needs of children deserves a distinguished service medal of the highest order. Because P.T.A.'s all over this country have assumed leadership in this field for nearly fifty years, many hundreds of communities will rely on them for help and guidance in putting the President's proclamation into effect.

Specifically, what can your own community do "to achieve within the coming year at least one improvement" in its health services for children?

Your local health department, for instance? Is it adequately staffed and financed? What hospital facilities have you? Do they provide outpatient clinics or clinics where mothers and children may obtain medical service? Does your county or city supply essential medical and dental care for all who need it?

How do your maternal and infant death rates compare with those of other communities? At how many centers are maternity clinics held regularly? What proportion of expectant mothers received care in such clinics last year? How many babies were born last year in your community without medical attendant? Is medical care at delivery provided at public expense if families cannot pay for it?

At how many centers are child-health conferences conducted by a physician? Do public health nurses visit children's homes? What proportion of infants and preschool children in your community are under such health supervision? What proportion of the children are immunized against diphtheria, smallpox, and other communicable diseases? What is being done to locate crippled children and give them the care they need?

And what about health in your schools? Does the health program for school children in your community provide regular physical examinations by competent physicians and dentists, and follow-up care when it is needed? Do your schools have well-developed health education programs? Are school lunches furnished as a part of the total school program of health services and health education? Does your health department safeguard the health of boys and girls who leave school for work?

Because mental and physical health go hand in hand, does your community have a program to educate parents in safeguarding the mental health of their children? Is there a child guidance clinic staffed with a psychiatrist, a psychologist, and social workers?

When these questions are threshed out and answered, any community should have some idea of "at least one improvement" that can and should be made in its health services for children—one on which it wants to concentrate its efforts and energies in the coming year. Child Health Day should mark the beginning of a period of community self-examination that will lead to organized, constructive, cooperative activity.



Child Conservation in a Border State

Here in Minnesota we have a wonderful state, abounding in natural resources—minerals, lumber, game and fish, sunshine, rich agricultural lands, rivers, and ten thousand lakes. We also have another valuable resource, our children. These children—Swedish, Norwegian, Irish, Jewish, Indian, Polish, Negro, and many other nationalities—are all young Americans, though some of them do not learn English until they start to school.

In the early days we had such an abundance of natural resources that not much thought was given to conserving them. Now, realizing that many of our forests, our rivers, and our fields have been wantonly wasted, we in Minnesota are bending all our energies toward conservation. We are utilizing every part of every tree, learning to use low-grade ores, and guarding scenic portions of our state that have no claim to fame except their beauty.

YET what will be gained by all these efforts if we do not strive even more zealously to conserve our human resources? Most of all, we must safeguard and care for our children, all of them—the healthy, the delicate, the handicapped, the gifted—so that they may grow into adults capable of using most wisely their heritage of natural wealth to ensure a better way of life for all children.

In this great task our most effective weapon is education—education that will arm our children to combat the problems of today's fast-changing world. A new combination of formal and informal education, including health training and a physical fitness program directed by qualified instructors, must be worked out. The schooling that was good enough for Father and Grandfather is not good enough for young Johnny and Mary. We want the schools to use sound short cuts to learning and the newest and best teaching methods. Our children have to learn much more than we have known; they will not have time to follow the old ways. We want our children to love learning; they cannot be driven to it. If our homes and

schools can instill the love of learning and arouse intellectual curiosity, the rest will come easily.

This type of education will of course cost money. Our teachers must be better qualified, interesting as well as schooled, and consequently higher salaried. Many of our school buildings will have to be remodeled, and new equipment must be bought.

Finding the money to meet all these expenses is difficult in Minnesota for many reasons. We have only three cities of the first class. Seventy-two per cent of our graded elementary and high schools are situated in towns of less than 1,500 population. About 20 per cent of the rural schools have enrollments of less than ten pupils. Our school tax laws are so old, complicated, and unfair that almost all Minnesota's progressive citizens agree they should be rewritten. Toward that goal a forceful campaign is now under way, with the Minnesota Congress of Parents and Teachers playing a prominent role.

FIRST, the State Citizens' Committee on Education has been formed with our immediate past president, Mrs. D. A. Munro, as chairman. The committee is composed of representatives from many state organizations interested in education, including the Minnesota Congress of Parents and Teachers, the Minnesota Education Association, the state school board association, and the state department of education.

Second, the Minnesota Congress has assisted in efforts to work out a good school tax bill that will distribute the tax burden fairly and will be acceptable to the legislature. We realize, however, that before legislators will vote school taxes upon their own districts, they must be sure the people back home want those taxes. We also realize that public support of the measure can be gained only through education and better understanding of the philosophy behind the public schools in the United States. As one method of extending public interest in educational problems our board of managers has created a new chairmanship of public relations, which is held by our immediate past president.

Third, the state congress has conducted a vigorous program of legislation activities. During the latest session of the legislature we had at least one representative at all meetings of the house and senate education committees—usually our legislation chairman, our public relations chairman, or our president, and quite often all three.

Fourth, the state congress is represented by its president on a committee appointed by the governor to study the needs of education in Minnesota.

As a result of these various steps, much public interest has already been aroused throughout the state. The Minnesota Congress believes that continuation of its public relations projects, its legislation activities, its cooperation with the Citizens' Committee, and its work with the governor's committee will speed the passage of a good tax bill for our public schools.

Once a fair and modern tax bill has been approved, we can push ahead with our campaign to achieve the kind of schools so sorely needed not only in Minnesota but in the world of today. We want efficiently operated schools that will give the taxpayer value received for his investment. We want an adequate physical training program that will utilize and develop appreciation for our own streams and lakes, fish and game. We want our school buildings to be kept open after school hours and to be used in the evenings for recreational purposes, for community centers, and for adult education classes. We want our young people to feel that these grounds and buildings belong to them—for their education, their pleasure, and their convenience.

Until we reach these goals, we in the Minnesota Congress shall not rest.—LOVIE JETER COUCH

The National Congress on the Campus

For three weeks this summer, from August 5 to August 28, the National Congress of Parents and Teachers will combine forces with one of the nation's outstanding institutions of higher education—Northwestern University at Evanston, Illinois—to conduct a summer session course in parent-teacher leadership. The course is fully accredited and is listed in the university's summer school bulletin with the following description:

C129. *Parent-Teacher Leadership.*

This course will discuss the problems, techniques, and projects of the parent-teacher movement. Emphasis to be placed on what the home expects of the school; what the school expects of the home; what the child needs of both; and the role of the P.T.A. in fostering close and effective home-school-community cooperation. Current source materials and parent-teacher practices and programs will be examined. Special problems facing both beginning and experienced teachers will be studied.

Lectures and discussions will be carried on by

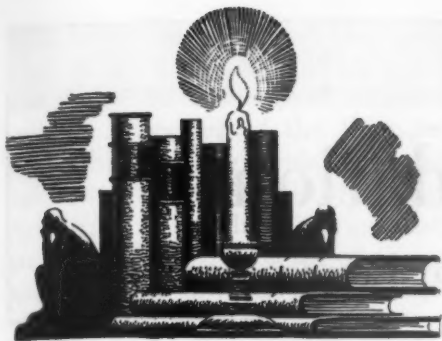
professional experts in the educational field. A number of parent-teacher leaders and educators of wide experience and national reputation will act as consultants.

Although the opportunity is unparalleled, the idea itself is not new. On the contrary, the National Congress has long believed that all teachers should have access to a sound and time-tested body of knowledge about the progress of the parent-teacher movement—its techniques, its program, and its implications for the education of children both today and tomorrow. But because such a body of knowledge takes years to perfect, only recently has the Congress felt itself ready to demonstrate, in a comprehensive and systematic course, the place of the P.T.A. in public education.

THE course is open to all regular summer school students in education, whether they are preparing for teaching careers or are teachers and administrators seeking new information about educational materials and techniques. A third group who will profit from this unusual experience will be faculty members from leading colleges and universities who wish to strengthen their teacher training work by including courses on parent-teacher relations in their curriculums. In fact, the primary purpose of the new course is to provide basic information that can be incorporated into the philosophy of modern schools of education.

To this end the Board of Managers of the National Congress has set aside funds to be used for all-expense scholarships for persons who might benefit from this course. These scholarships will be awarded to faculty members of colleges and universities throughout the United States who are engaged in teacher training and who will be especially well fitted to make the best and fullest use of the information they receive. All applicants will be selected from recommendations made by deans and department heads. Many of the state congresses will also award scholarships, on the same basis, to staff members of teacher training institutions within their respective states.

Thus the insight and the information gained in this parent-teacher course will have both immediate and long-range effects. The teacher will be better equipped to make her job as human-relations specialist both meaningful and productive. The educational administrator will be in a position to mold his practices and principles to the needs of the children in his community. And finally, the member of a college or university faculty whose work is to train teachers will be able to prepare his students for the problems they will encounter in service and for their share in that vast cooperative enterprise, the education of America's children.



BOOKS *in Review*

MY COUNTRY SCHOOL DIARY: An Adventure in Creative Teaching. By *Julia Weber*. New York: Harper, 1946. \$3.00.

IN THIS warm and human story of Stony Brook School, the joyous adventure and the heartbreaking problems of creative education in a democratic classroom come alive. In four years of working and playing with the students of a one-teacher school in rural New Jersey, Miss Weber watched shy, insecure, inarticulate little individualists develop into creative, self-assured, self-controlled members of a democratic group. How the change occurred—often with painful setbacks—is described in the day-by-day diary entries that form this book.

Finding that her students were tragically in need of richer experiences to develop their creative powers and to give them a sense of membership in a social group, Miss Weber realized that "the old methods would not do. We must have something more than book learning." To fill their needs she introduced a democratic atmosphere through clubs, self-government, and division of responsibilities; encouraged development of a social sense through group activities; and provided many opportunities for self-expression. Miss Weber's many discussions of specific creative projects should make the book a rich source of ideas to other teachers of one-room schools.

BECAUSE of its wealth of description about the goals and activities of today's schools, the book might well be studied by school education and rural service committees of P.T.A.'s. A call to action for parent-teacher workers is sounded by the author's statement that "if the school is to make desirable changes in the life of the children, it must make changes in the community."

However, Miss Weber's book is not primarily a study course. Her zestful account of life in a country school, her desire to make democracy real for the Olseuskis and the Prinlaks of the class and neighborhood, and her eagerness to give every child a truly creative education should endear *My Country School Diary* to every reader.

THE REVISED STANDARD VERSION OF THE NEW TESTAMENT. Translated under the auspices of the International Council of Religious Education. New York: Thomas Nelson, 1946. \$2.00.

THE WORD of God "is needed by men in our time as never before," as the introduction to this New Testament states. But even the Word of God must speak plainly and forcefully to be heard above the din of exploding atoms, hissing rockets, and rumbling wheels in a mechanized age.

Guided by that belief, a group of leading scholars has been laboring for almost ten years to give the average American a Bible that would "speak his language"—a

translation that would eliminate the archaic and sometimes misleading phrases of the King James Version and still retain the force and beauty of its prose. This year the scholars' work bore fruit with the publication of the Revised Standard Version of the New Testament. Work on the Old Testament, however, must continue for at least four more years before a complete Bible will be ready.

The new version attempts to give New Testament apostles a "living tongue in our day"—a tongue as simple and forceful as that which Peter and Paul spoke in their day. Hence such forms as *thine* and *goeth* have been changed to *yours* and *go*, and many words that have lost their original meaning since King James's day have been brought up to date. However, realizing that certain recent editions of the Bible have lost in beauty what they gained in clarity of language, the translators of the present version have made every effort to preserve the rhythm and flavor of the King James text. For greater readability the book is printed with page-wide lines, rather than in two columns.

Parents searching for a guide to spiritual training in the home will find a valuable one in the Revised Standard Version. Here, too, is help for children who have difficulty in understanding certain passages in the traditional translations. And young people to whom the Bible has seemed somewhat remote will be impressed with the modern wisdom of this simple text that brings a clear-voiced, timeless message of faith and love to a world groping for both.

IT'S HOW YOU TAKE IT. By *G. Colket Caner, M.D.* New York: Coward-McCann, 1946. \$2.00.

WHETHER life is a happy game or a dreary burden depends on how you take it—whether you drag through days hoping that "nothing bad happens" or stride forward determined that "whatever comes, I'll meet it." This, in brief, is the message of Dr. G. Colket Caner, a neuropsychiatrist on the staff of Harvard University, to boys and girls beginning to meet the jolts of life and to adults who seek happiness through a knowledge of their own possibilities and limitations.

In an easy-to-read book written simply enough for students of seventeen and remarkably free from technical language, Dr. Caner advises everyone to develop "team feeling"; to find a goal outside himself; and to learn constructive ways of reacting to danger, misfortune, frustration, and success. By means of questions and answers Dr. Caner discusses such subjects as the natural craving for superiority and how to use it wisely, personality traits and how to improve them, attitudes toward work and study, the inferiority complex and how to get over it, attitudes toward others, attitudes toward those in authority, attitudes in competition, the effect of emotions on physical health, and ways to master emotional upsets.

Many parents and teachers have long sought a way to help adolescents understand their minds and emotions. They will find *It's How You Take It* a useful handbook that combines deep-rooted idealism with practical good sense.

Laying Firm Foundations

Advance Notes on the 1946 National Convention

LIKE last century's forty-niners who went west to build a new empire, members of the National Congress of Parents and Teachers will go west to mile-high Denver to hold their forty-ninth annual convention. There they will explore the theme "Laying Firm Foundations"—for a world more mindful than ever before of the need for permanent peace and security.

Near the banks of Cherry Creek, where pioneers once panned gold in a fabulous period of sudden wealth, parent-teacher workers from all parts of the United States and Hawaii will stake out new frontiers of activity for an era in which men can no longer afford to blunder.

To guide them toward peace and progress in the

the city's friendly hospitality.

This year's convention will be unusually noteworthy not only because of the seriousness of the theme and the high quality of the speakers, but also because it will be the first meeting of the National organization since the wartime conference of 1944. Convention delegates will elect a National president, first vice-president, secretary, and treasurer. Mrs. L. W. Hughes, present first vice-president, has been nominated for the presidency; Mrs. Anna H. Hayes for first vice-president; Mrs. Gertrude E. Flyte for secretary; and G. L. Maxwell for treasurer.

Elections, however, will represent only one of the many important tasks facing the convention body. The 1946 assembly will be a hard-working convention with much emphasis on practical study. Thought-stimulating general sessions will be supplemented by informal section meetings and workshops in which the delegates will exchange ideas and formulate unified programs for P.T.A. activity.

The General Sessions

AT the seven general sessions, outstanding educators and authorities in all the fields related to child welfare will suggest directions in which parent-teacher endeavor might be headed in the coming year. Dr. Stearns, scheduled to speak on Monday night, May 20, is a cosmic ray specialist and nuclear physicist who assisted in the atomic bomb project. He is a member of the faculty of Washington University at St. Louis. Paths to peace and world accord will be ably charted by Mr. Eichelberger, who is director of the Commission To Study the Organization of Peace.

Greetings from two outstanding educational groups will be brought to the delegates on Monday and Tuesday mornings by F. L. Schlagle, president of the National Education Association, and S. R. Laycock, president of the Canadian Federation of Home and School.

How today's schools can give young Americans a world consciousness and a world conscience and how this aim can be achieved by parents and teachers working as partners will be discussed by three schoolmen in a symposium Tuesday morning.



Denver skyline and the Colorado Rockies

atomic age, the delegates will have two leading authorities as convention speakers—Dr. Joyce Stearns, a physicist who knows the atom as intimately as Denver's old-time miners knew their picks and shovels, and Clark M. Eichelberger, a specialist in the field of world organization. In addition, representatives of government agencies and educational groups will give parent-teacher members fresh and concrete suggestions for working together with increased effectiveness.

Although Denver has grown up since its gold-panning days, the delegates will still find the spirit of the West in the snow-capped Rocky Mountains near by, in the rolling plains to the east, and in

The speakers will be Harold Benjamin, director of the Division of International Educational Relations, U.S. Office of Education; Ben M. Cherrington, director of the Foundation for the Advancement of the Social Sciences at Denver and now representing the United Nations Educational, Scientific, and Cultural Organization (UNESCO); and Paul Witty, director of the psychoeducational clinic at Northwestern University.

Gregor Ziemer, author of the book *Education for Death* and the motion picture *Hitler's Children*, will speak at Tuesday night's session, enriching his talk with observations from his own experience. Mr. Ziemer, who was headmaster of the American Colony School in Berlin when the Nazis rose to power, is keenly aware of the educational problems that lie ahead in this period of reconstruction. Following his speech, he will conduct a youth panel at which young students will present their views on education and the future.

Problems close to the hearts of all parents will be presented by speakers at general sessions on Wednesday. Dora Lewis, president of the American Home Economics Association, will talk on "New Foundations for Home and Family Life." Maycie K. Southall, president of the Association for Childhood Education, will discuss "Planning the Future for Children," and C. C. Burlingame, M.D., of the American Psychiatric Association, will survey the family's emotional problems.

At the final general session Wednesday evening, George S. Mooney, chief executive officer for UNRRA in London, will describe the world food crisis and point out how parents and teachers and all other Americans can help to alleviate it.

Section Meetings and Workshops

THE pressing obligation of Mr. and Mrs. Average Parent to build firm foundations for their children's future in home, school, and community will be the unifying purpose of the section meetings to be held at intervals during the convention. Grouped according to their special interests, the delegates will meet in five sections with these leaders:

Home and family life, Ernest G. Osborne, professor of education, Teachers College, Columbia University; *school education*, G. L. Maxwell, dean of administration at the University of Denver; *health*, Frank Stafford of the health and physical education service, U.S. Office of Education, and W. Roy Breg, executive secretary of Allied Youth; *community planning*, Lee F. Johnson of the National Housing Conference and Judge Philip B. Gilliam of the Denver Juvenile Court; *interracial and intercultural planning*, Francis Brown of the American Council on Education; Takao Yamauchi, member-at-large of the Hawaii Congress; Charles

Johnson, director of social sciences at Fisk University; and Hildegard Thompson, supervisor of Indian education, U.S. Office of Indian Affairs. Each section meeting will be presided over by a National officer, assisted by the chairmen of appropriate National committees.

To broaden their understanding of guiding principles, structure, and source materials, delegates will attend workshops devoted to special fields of interest. Parent-teacher leaders will direct the discussions in the workshops on organizational procedures, legislation techniques, problems of state bulletin editors, and Congress publications.

In three other workshops professional specialists will cooperate with parent-teacher leaders in bringing to the attention of the delegates facts and information essential to a realistic consideration of current needs. Guest speaker in the rural service group will be Shirley Cooper, assistant director of rural service for the National Education Association; in the preschool service group, Ethel Kawin, director of guidance in the Glencoe, Illinois, public schools; and in the high school service group, Arthur K. Loomis, a curriculum expert on the University of Denver faculty.

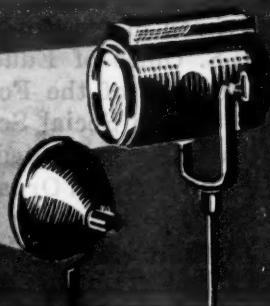
Special Features

IN addition to this varied and interesting program, the convention will be highlighted by several other events. Among them will be a parade of the states, a pageant on an interracial theme, the installation of newly elected officers, a period for planning next year's celebration of the National Congress' Golden Jubilee, and a closing ceremony at the final banquet.

A chance to see the front range of the Rockies, usually bright with wildflowers in late spring, will be provided all delegates on the day after the convention. As guests of the Denver County Council they will be taken on a mountain sight-seeing tour. Those wishing to arrange more extensive trips may obtain information at convention headquarters. Each delegate's convention packet will include a map giving directions for visiting such points of interest as the gold-domed state capitol, civic center, Greek theater, state historical museum, parks, and Denver University.

The many phases of the 1946 convention—its general sessions, section meetings, workshops, and recreational activities—all will combine to give the delegates practical guidance for service in the many-sided parent-teacher program and a deepened appreciation of the need to lay firm foundations for a stable world. No effort will be spared to give P.T.A. members the wisdom of recognized experts and the inspiration of challenging parent-teacher leaders.

Motion Picture PREVIEW



TEACHERS, parents, and students, too, will be interested in the latest news about Teaching Film Custodians, Incorporated. This unique organization was formed seven years ago to make available to schools and colleges the 16mm educational service of member companies of the Motion Picture Association. It has recently expanded its program to include films for classes in English and American literature.

This is being done on the recommendation of an advisory committee of distinguished educators who select from current motion pictures those film materials that have instructional value. The committee, headed by Mark A. May, director of the Institute of Human Relations at Yale University, includes Jay B. Nash, Frederick H. Blair, Karl T. Compton, James R. Angell, Royal B. Farnum, Edmund E. Day, Willard E. Givens, and Isaiah Bowman. The films recommended by these men, who also constitute the board of directors of Teaching Film Custodians, are processed onto 16mm prints and offered to schools without royalties.

UP to now, however, these prints have included very little material in the fields of English and American literature, and a new phase of the project has been developed to remedy the situation. Producing companies have been given permission to print excerpts from motion pictures based on standard literary works.

Thus far, shortened versions have been made of *The Good Earth*, *Mutiny on the Bounty*, *Romeo and Juliet*, *A Tale of Two Cities*, *Treasure Island*, and *David Copperfield*. A dozen more, now being edited by John E. Braslin, a high school English teacher, are *Huckleberry Finn*, *A Christmas Carol*, *The House of the Seven Gables*, *Pride and Prejudice*, *Les Miserables*, *Kidnapped*, *Victoria the Great*, *The Light That Failed*, *Anna Karenina*, *A Dog of Flanders*, *Under Two Flags*, and *Lives of a Bengal Lancer*.

Twelve additional subjects, chosen on the basis of a nation-wide poll of English teachers, will be ready before the beginning of the coming school year.

ALL these films are made available on a three-year lease and are not for sale. Distribution is limited to school film libraries maintained either by city, county, or state boards of education or by state universities serving local schools. Through such channels every high school in the country that has a 16mm projector has access to these teaching materials.

A new catalogue of more than six hundred films is now in preparation and will be mailed without charge to those directing their requests to Teaching Film Custodians, 25 West Forty-third Street, New York 18, N.Y.

—RUTH B. HEDGES

PREPARED UNDER THE DIRECTION OF RUTH B. HEDGES,
MOTION PICTURE CHAIRMAN OF THE CALIFORNIA
CONGRESS, WITH THE ASSISTANCE OF HYPATIA GORDON
PARVIS, REPORT CHAIRMAN

JUNIOR MATINEE

(From 8 to 14 years)

The Bandit of Sherwood Forest—Columbia. Direction, George Sherman and Henry Levin. This Technicolor adaptation of the novel *Son of Robin Hood* by Paul A. Castleton is at times gay and sparkling, at others tense and dramatic, but it never loses its storybook quality of romantic adventure. The picture is excellently cast, and the old Robin Hood plot is again the basis for colorful, swashbuckling entertainment. The forest settings are beautiful, and the horsemanship is thrilling. Cast: Cornel Wilde, Anita Louise, Jill Esmond, Edgar Buchanan, Russell Hicks.

Adults	14-18	8-14
Entertaining	Entertaining	Entertaining

FAMILY

(Suitable for children if accompanied by adults)

From This Day Forward—RKO-Radio. Direction, John Berry. A realistic social drama with good acting and a logically developed plot. It presents a young married couple of these troublesome times, depicting their lives as drab and uneventful, brightened only by their love for each other and their high hopes for the future. Cast: Joan Fontaine, Mark Stevens, Rosemary DeCamp, Henry Morgan.

Adults	14-18	8-14
Good	Good	No interest

To Each His Own—Paramount. Direction, Mitchell Leisen. This highly emotional story of an unwed mother's love for her son—lost to her in babyhood through adoption during World War I—is laid in London in the time of World War II. The picture is excellently cast, and the costume details are unusually well done, contrasting the dresses and uniforms of 1918 with those of 1945. The theme is delicately and consistently handled, and the direction is both sympathetic and realistic. The dim light of a London blackout provides an opportunity for some interesting photographic effects. Cast: Olivia de Havilland, John Lund, Mary Anderson, Roland Culver.

Adults	14-18	8-14
Good	Good	Mature

Two Sisters from Boston—Metro-Goldwyn-Mayer. Direction, Henry Koster. A delightful period musical comedy of the early 1900's, with attractive settings and authentic costumes of that day. The music ranges all the way from Metropolitan Opera to Bowery ballads. Cast: Kathryn Grayson, June Allyson, Lauritz Melchior, Jimmy Durante.

Adults	14-18	8-14
Good	Good	Mature

A Yank in London—Associated British Pictures-Fox. Direction, Herbert Wilcox. This timely, interesting picture carries a message of tolerance and good will, directed at misunderstandings between English and Americans. It is outstanding more for its well-presented theme than for the quality of its production, direction, and acting, although the characterizations are portrayed with naturalness and ease. The scenes

of England at war remind us, as always, of the stamina and courage of the British people. Cast: Rex Harrison, Anna Neagle, Dean Jagger, Robert Morley.

Adults	14-18	8-14
Interesting	Interesting	Mature

ADULT

The Bride Wore Boots—Paramount. Direction, Irving Pichel. A comedy with the South as its locale without a colonel or a mint julep is a novelty, but this one makes up in laughs for what it lacks in conventional local color. The story concerns marital incompatibility, and there are some serious moments, but much of the action is farcical. A steeplechase—as run by Albert and his reluctant rider—is hilariously amusing. However, there are times when the picture is slow moving, and one sequence is in poor taste. Cast: Barbara Stanwyck, Robert Cummings, Diana Lynn, Patric Knowles.

Adults	14-18	8-14
Amusing	Possibly	No

Dragonwyck—20th Century-Fox. Direction, Joseph L. Mankiewicz. This absorbing melodrama with sinister undercurrents is adapted from the novel by Anya Seton. It is set in the early 1840's and makes much of the attractive costumes and settings of that period. The picture is exceptionally well cast for types, and the acting is excellent. Cast: Gene Tierney, Walter Huston, Vincent Price, Anne Revere.

Adults	14-18	8-14
Entertaining	Mature	No

Gilda—Columbia. Direction, Charles Vidor. This carousing, gambling, spy melodrama with an Argentine locale is unethical and distasteful as to both plot and performance. The costumes worn by Rita Hayworth are elaborate, daring, and suggestive, and her singing and dancing fall into the same category. The characterizations are entirely sordid, depicting only the baseness of human beings, and the story at no time is lifted above that level. Cast: Rita Hayworth, Glenn Ford, George Macready, Joseph Calleia.

Adults	14-18	8-14
Matter of taste	No	No

The Madonna's Secret—Republic. Direction, William Thiele. With a new angle for the cinema but following the old idea of *The Silver Cord* (where the mother loves her son too much), this murder mystery is good entertainment. The plot is well knit, with a surprise ending. The music, lighting effects, and sets all contribute to the somber, rather than sinister, atmosphere. The acting is convincing but not especially appealing. Cast: Francis Lederer, Gail Patrick, Ann Rutherford, Edward Ashley.

Adults	14-18	8-14
Entertaining	Entertaining	No

Meet Me on Broadway—Columbia. Direction, Leigh Jason. A not unusual light musical comedy but one with a pleasing cast and good specialty numbers. The inconsequential story is, however, rather unethically developed, particularly when the prevaricating, vacillating young producer gets the girl and a chance on Broadway. Cast: Marjorie Reynolds, Fred Brady, Jinx Falkenburg, Loren Tindall.

Adults	14-18	8-14
Fair	Fair	No

Our Hearts Are Growing Up—Paramount. Direction, William Russell. This hilarious farce-comedy continues the misadventures of Emily Kimbrough and Cornelia Otis Skinner. The picture is well cast; the acting is good, especially that of Billy DeWolfe in his outstanding bits of buffoonery; and the costumes faithfully represent the period. But again, the story is ethically weak, since—with action based on the bootlegging of the 1920's—there is a gay acceptance of the flouting of liquor laws and a feeling of affection, almost of approbation, for the bighearted bootlegger. Cast: Gail Russell, Diana Lynn, Brian Donlevy, William Demarest.

Adults	14-18	8-14
Amusing	Amusing	Little interest

The Postman Always Rings Twice—Metro-Goldwyn-Mayer. Direction, Tay Garnett. This is a sordid but gripping melodramatic story of weak, vicious people in a distasteful triangle affair, motivated by sex, attempted murder, and infidelity. Cast: Lana Turner, John Garfield, Cecil Kellaway, Hume Cronyn.

Adults	14-18	8-14
Waste of time	No	No

Specter of the Rose—Republic. Direction, Ben Hecht. This unusual psychological drama, built around the lives of an eccentric group of ballet artists, is expertly written and directed, artistically filmed, and ably acted. This is a picture that has much to offer in entertainment value, not alone for its compelling story but for the charm of its ballet sequences and the beauty of its musical settings. Cast: Judith Anderson, Michael Chekhov, Ivan Kirov, Viola Essen.

Adults	14-18	8-14
Good	Mature	No

The Strange Love of Martha Ivers—Paramount. Direction, Lewis Milestone. This is an absorbing psychological study of minds warped by the haunting memory of a childhood tragedy. The excellently chosen cast gives strength and conviction to an unusual story, and the characterizations of Barbara Stanwyck and Kirk Douglas, although unpleasant, are outstanding. Cast: Barbara Stanwyck, Van Heflin, Elizabeth Scott, Kirk Douglas.

Adults	14-18	8-14
Excellent of the type	No	No

Young Widow—Stromberg-United Artists. Direction, Edwin L. Marin. This is a slow-moving story with but rare moments of humor to offset its generally depressing atmosphere. Louis Hayward strives valiantly throughout the entire production to cheer the somewhat wooden Miss Russell, succeeding to a certain extent in the final scene. Supporting roles are well played by the capable Penny Singleton and the flutter-brained Marie Wilson. Cast: Jane Russell, Louis Hayward, Faith Domergue, Kent Taylor, Penny Singleton, Marie Wilson.

Adults	14-18	8-14
Interesting	Probably	No



Russell Hicks as Robin Hood and Cornel Wilde as his son in *The Bandit of Sherwood Forest*

EDUCATIONAL AND DOCUMENTARY FILMS

The following films are available from the British Information Services, 30 Rockefeller Plaza, New York 20, N.Y.:

A Diary for Timothy—The diary of a baby during six months of the most heartbreaking period in the war on the British Isles. It ends on a note of optimistic conviction that his freedom and happiness, for which so high a price was paid, can be preserved. Four reels; 16mm and 35mm.

Journey Together—Written, produced, acted, and photographed by members of the Royal Air Force. This is the story of the flying personnel in the United States, Canada, and Great Britain. The raid on Berlin is reconstructed from an actual operation. Conceived in 1943 from a story that needed telling, this picture was and is the first of its kind to be made by any service in the world as a direct effort at straightforward entertainment. It is a feature-length film.

Play Ball, Son—A systematized method of teaching young boys the fundamental skills of the game of baseball is given in a film of excellent technical and educational quality. It marks a real step forward in the use of films for educational purposes. Two reels. Produced by Herb Lamb, 165 North La Brea, Los Angeles 36, California.



ANNOUNCE THE STUDY COURSES for 1946-47

I. EXPLORING THE PRESCHOOL PERIOD

For Parents of Young Children

• Directed by ETHEL KAWIN, Director of Guidance, Glencoe Public Schools, and Lecturer in Education at the University of Chicago

MONTHLY TOPICS

1. Baby Training Up to Date
2. Does Your Child Do What the Others Do?
3. What Toys Are Best?
4. Children Take to the Arts
5. What Are Children Afraid Of?
6. Behind the Emotional Scene
7. The Beginnings of Sex Education
8. It's a Wide, Wide World

SUMMATION

What Have We Discovered?

II. THE FAMILY REDISCOVERS ITSELF

For Parents of Adolescents

• Directed by RALPH H. OJEMANN, Associate Professor of Psychology and Parent Education, Child Welfare Research Station, University of Iowa

MONTHLY TOPICS

1. Your Family Is Your Fortune
2. Counseling with Our Adolescents
3. Boys, Girls, and Sex
4. Youth and the Uncertain World
5. Why an Increase in Divorce?
6. Growing All the Way Up
7. Recreation, Family Style
8. Cooperating Citizens—or Delinquents?

SUMMATION

Prospects for the Future

NOTED authorities in the fields of child guidance, parent education, and family relationships will contribute the articles on which these courses are based. As in former years, attractive leaflets will be available free to groups planning to use one or both courses. Each leaflet will contain the list of the subtopics, a short description of the course, and spaces for the dates of study group meetings.

The articles and accompanying outlines that will appear every month in *National Parent-Teacher: The P.T.A. Magazine* will bring to individuals who read the materials in their own homes and to members who join study and discussion groups inspiring information, wise counsel, and helpful guidance. If you are not already a regular magazine subscriber, you are cordially invited to become one. Register now for both courses by sending one dollar for a year's subscription.

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Looking into Legislation

LAST November Senators Wagner, Ellender, and Taft introduced into the U.S. Senate a bill, S.1592, to establish a national housing policy and provide for its execution. The policy is stated in the bill as follows:

The Congress hereby declares that the general welfare and security of the nation . . . require a production of residential construction and related community development sufficient to remedy the serious cumulative housing shortage, to eliminate slums and blighted areas, to realize as soon as feasible the goal of a decent home and a suitable living environment for every American family, and to . . . enable the construction industry to make its full contribution toward an economy of full production and full employment.

The eleven titles in this general housing bill provide for a national housing agency; research, market analysis, and local planning; amendments to existing aids to privately financed housing (the Home Loan Bank and the Federal Housing Administration); privately financed housing for families of lower income; direct private investment in housing for families of moderate income; land assembly for participation by private enterprise in slum clearance and redevelopment programs; aid to localities for low-rent housing; the disposition of permanent war housing and other federally owned housing, with preference to servicemen and veterans; and a periodic inventory of housing needs and programs.

A second housing bill, H.R.4761, was introduced by Representative Patman to amend the National Housing Act of 1945. It adds a new title relating to the prevention of speculation and excessive profits in the sale of houses, so as to ensure the availability of real estate for housing purposes at fair and reasonable prices. This emergency legislation was drawn up primarily to take care of veterans and others in immediate need of housing.

This bill has been passed by the House, after two amendments added to the original bill had been deleted. One of these dealt with price ceilings on existing dwellings; the other authorized premium payments for the increased production of building materials. The Senate Banking and Currency Committee restored the two key provisions, and the bill will be voted on in this form.

The National Congress urged the reinstatement of both amendments, which seek to provide adequate housing at an early date for our American families and to protect them against speculation. We also support the general housing bill.

Watch the progress of these bills, write your congressmen about them, and do all you can to promote favorable action on legislation so vital to our national family life.

—EDNA P. COOK

National Chairman of Legislation

Contributors

The stirring picture KATHARINE CLARK paints of the children of Europe was written out of a heart shocked and stunned by what she saw as a war correspondent for radio station WCAU in Philadelphia. She arrived in Europe shortly after V-E Day, was the first correspondent to enter Warsaw, Poland, from the west, and spent V-J Day in Berlin.

KURT V. HOFFMAN's sensitive understanding of the value of poetry in a child's life is no doubt the result of many hours spent in reading to his young daughter Rosemary—and the result, too, of his own delight in the world about which poems are written. A Yale graduate, Vermont newspaperman, one-time dairy farmer, and always a gardening enthusiast, Mr. Hoffman is managing editor of the *Bennington Evening Banner*.

TO FRANK W. HUBBARD, director of research for the National Education Association, the problem of finding better teachers is no academic question. He gained firsthand experience in solving teacher problems as an elementary school principal and wrote his Ph.D. thesis on "Teacher Demand and Supply in the United States." In Mr. Hubbard's many articles on the quest for better schools, the keen insight of a research analyst is always apparent.

When DORA MITCHELL writes of "sitters," she knows whereof she speaks. In seven years of parenthood she has depended almost entirely on them for her free time; and after ten years of teaching she can see the problem from the teen-age point of view as well as with a mother's somewhat anxious eye. Mrs. Mitchell has an honors degree, a teacher's diploma, and a teacher's certificate from the University of London.

ONARO W. OVERSTREET, that always sympathetic analyst of the human spirit, will follow up this year's "Life Is Your Working Material" with a new series "How To Think About Yourself." Happily a lecture tour brought Mrs. Overstreet to Chicago, and the editors were able to confer with her about this series, which will begin in the September 1946 issue. To her faithful readers Mrs. Overstreet sends warm personal greetings.

ELEANOR C. RONNEI has for years been a leader in the sometimes uphill campaign to provide special educational planning for the hard-of-hearing child. Head of education services for children in the New York League for the Hard of Hearing, she is also a lecturer and writer, is a former editor of *The Lip Reader*, and has pioneered in efforts to discover and correct disorders of hearing and speech.

FLORENCE D. STEWART and HARRIET K. GODING of the National Housing Agency come to grips daily with the problem of finding thousands of homes for veterans who are ashamed of crowding their in-laws and weary of in-a-door beds. In suggesting how each town and city can relieve its housing crisis, Miss Stewart speaks out of her experience as community relations adviser for the N.H.A. Miss Goding is assistant adviser.

The following parent-teacher leaders are responsible for this month's "P.T.A. Frontiers": Mrs. R. R. Couch, legislation chairman, Minnesota Congress, and Mrs. Herbert J. Parker, president, Minnesota Congress.

WHO ARE THESE GREAT MEN?

Were the faces pictured on page 11 familiar to you? Here are their names: 1, Leonardo da Vinci, artist of the Renaissance; 2, Robert Louis Stevenson, author and poet; 3, Aristotle, Greek philosopher.

FIVE-STAR



FINAL

Last Minute News

Food or Famine? An organization dedicated to the welfare of all children has a tremendous stake in the present Share-the-Food campaign. Represented on President Truman's National Famine Emergency Council, the National Congress of Parents and Teachers is striving to encourage all Americans to conserve essential foods and make extensive use of substitutes, so that more wheat and other staples may be shipped to countries facing mass starvation. A detailed picture of the world food crisis was obtained by our National president when she attended the meeting of the UNRRA Council in Atlantic City beginning March 16, where delegates from forty-seven nations submitted reports.

Aid for Schools in Devastated Areas. To unify American efforts for the educational rehabilitation of war-devastated countries, a central coordinating committee has been appointed by the American Council on Education as an outgrowth of the conference held at Washington, D. C., in March. (See last month's "Five-Star Final.") Agnes Samuelson, National chairman of School Education, will speak for the National Congress as a member of this important committee. Miss Samuelson also represented the Congress at the annual meeting of the American Council on Education in Chicago May 3 and 4.

United We Stand—for Price Control. Mrs. William A. Hastings, president of the National Congress, has been appointed vice-chairman of the National Emergency Committee for Price Control, a group recently formed to mobilize support for the government's price stabilization program. With a membership of more than one hundred men and women representing every section of the American population, the committee is fighting all attempts to prevent extension of the Price Control Act, which expires June 30. Says Mrs. Hastings: "If price and rent controls are dropped, our three and a half million members—like millions of other families—stand to lose their lifetime savings, face lowered standards of living, and risk their hopes for the education of their children."

The Public and the Public Schools. The newly created Citizens' Federal Committee on Education discussed by G. L. Maxwell in the March "What's Happening in Education?" met for the first time on April 8 and 9 at Washington, D. C. The committee was established to enlist the help of lay citizens in determining the policies of the U.S. Office of Education and is an entirely new type of organization in the national educational field. Mrs. William A. Hastings, president of the National Congress, is one of its twenty-seven members appointed recently by John W. Studebaker, U.S. Commissioner of Education.

For Better Family Life. Mrs. George E. Calvert, National chairman of Home and Family Life, outlined the program of her committee as National Congress representative at an extension institute sponsored by the U.S. Department of Agriculture and held in Washington, D. C., May 7. The institute is one of numerous activities planned for National Home Demonstration Week, May 5-12, with the theme "Today's Home Builds Tomorrow's World." On May 6 Mrs. Calvert attended a Home Demonstration Week luncheon, also in Washington.

Childhood Education Conference. The nine national organizations that conferred last September on long-term cooperative planning for young children met again on April 8 and 9 in Cincinnati at the annual convention of the Association for Childhood Education. Charles W. Phillips, second vice-president, represented the National Congress of Parents and Teachers in a demonstration-discussion of "Ways of Working with Other Groups," to illustrate the techniques of cooperative planning. Mrs. Carl R. Brister, chairman of the National committee on Preschool Service, was also present at this meeting.